

## Agenda

- 2) A. Consent Agenda – Action Item
  1. Approval of Minutes – July 17, 2023
  2. Budget Report/Balance Sheet
  3. Payment of Current Bills
  4. Associated Student Body Accounts
- B. Audit Report for 2022-2023 Fiscal Year – Dan Coleman – Quest CPAs – Action Item

- 5) Discussion Items
  - A. Nez Perce Language Program - Angel Sobotta
  - B. Administrator's Reports – Principals, Sped Director, Athletic Director, Superintendent
  - C. Elementary, Secondary, Student Athletic, and Coach's Handbooks
  - D. Upcoming Elections

- 7) Action Items
  - A. Elementary, Secondary, Student Athletic, and Coach's Handbooks
  - B. First Reading – 901.6 Parental Rights
    - 901.7 Student and Family Privacy Rights
    - 603.9 High School Graduation Requirements
  - C. Second Reading – 403.3 Certified Personal Leave
    - 408.1 Classified Sick Leave
    - 408.2 Classified Personal Leave
    - Non-Resident Students Policy 502.9
  - D. Safe Return to In-Person Instruction and Continuity of Services Plan
  - E. Transportation Plan – 2023-2024 School Year
  - F. September Board Meeting Date Change
  - G.

- 10) Adjourn – Action Item



LAPWAI SCHOOL DISTRICT #341  
School Board Minutes  
Regular Meeting  
July 17, 2023

The Board of Trustees of School District #341 met in regular session in the Board Room of the District Office. Trustee Samuels-Allen called the meeting to order at 5:02pm. Roll Call was made, present were Trustees Johnson, Samuels-Allen, Spaulding, and Garcia. Trustee Kipp arrived at 5:08pm. Also attending was Superintendent Aiken and Clerk Weeks. No one was in the audience.

Trustee Kipp moved and Trustee Garcia seconded that the consent agenda be approved as presented. The consent agenda included meeting minutes, payment of bills as presented, budget report, balance sheet, and ASB accounts. A vote was taken and the motion passed.

Superintendent Aiken pointed to his written reports and touched on the athletic direction meeting last month.

A lengthy discussion was held about the coach's handbook.

The term of office for Trustee Zones 4 and 5 are up for election. The filing period ends on the Friday after Labor Day for the election date in November.

The Master Agreement was presented for approval. It included a 9% increase to the base and added a personal day. Trustee Garcia moved and Trustee Kipp seconded to approve the Master Agreement for the 2023-2024 School Year. A vote was taken and the motion passed.

The First Reading of the following policies was held.

- 403.3 Certified Personal Leave
- 408.1 Classified Sick Leave
- 408.2 Classified Personal Leave
- Non-Resident Students Policy 502.9

The policy updates will be brought back for a second reading next month.

The Second Reading of the following policies was held.

- Delete Policy 503.2 Use of Motor Vehicle
- Delete Policy 503.2.1 Use of Motor Vehicles, Conditions/Penalties
- Delete Policy 503.6 Detention
- Delete Policy 503.5 Disciplinary Notices

Trustee Garcia moved and Trustee Spaulding seconded to approve the policy deletions. A vote was taken and the motion passed.

The following personnel action items were presented to the board.

- New Hire – Certified Prevention Specialist – Kiri Brown
- Position Change – Girls C Squad to Assistant Girls Basketball Coach – Joslyn Leighton
- Volunteers – Football – Randy Brown and Keith Kipp



Trustee Garcia moved to approve the listed action items. Trustee Spaulding seconded the motion which was passed.

Under Board Training, a discussion was held about the Charlotte Danielson Framework for Idaho Teacher Evaluation.

Trustee Garcia moved and Trustee Spaulding seconded to adjourn. A vote was taken and the motion passed.

Board Chair Samuels-Allen declared the meeting adjourned at 6:17 pm.

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Board Chair

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Clerk

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Date



(Rprt: 01 - MAINBdgt Prep: 33/Prop Budget: Dates: 00/00/00-06/30/23; PRINT: 08/02/23 1:47:58 PM)

ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
GENERAL FUND							
REVENUE							
100-411400	DISTRICT TORT REVENUE	39,682.00CR	9,338.92CR	39,064.25CR	617.75CR	24%	98%
100-411900	OTHER TAXES	0.00	6,163.60CR	8,257.90CR	8,257.90	0%	0%
100-413000	PENALTY & INT--DELINQUENT TAXES	3,000.00CR	629.98CR	2,351.89CR	648.11CR	21%	78%
100-415000	EARNINGS ON INVESTMENTS	12,000.00CR	7,052.69CR	45,350.28CR	33,350.28	59%	378%
100-419900	OTHER LOCAL REVENUE	40,000.00CR	5,063.25CR	46,325.92CR	6,325.92	13%	116%
100-419901	DRIVERS ED.--STUDENT FEES	2,500.00CR	0.00	2,000.00CR	500.00CR	0%	80%
100-419903	GRANTS	0.00	8,425.71	48,756.01CR	48,756.01	0%	0%
TOTAL LOCAL REVENUE		97,182.00CR	19,822.73CR	192,106.25CR	94,924.25	20%	198%
100-431100	STATE APPORTIONMENT	3,373,231.00CR	118,964.59CR	3,389,780.02CR	16,549.02	4%	100%
100-431200	TRANSPORTATION SUPPORT REVENUE	181,000.00CR	7,285.70	179,290.00CR	1,710.00CR	3%	99%
100-431401	SED SUPPORT	20,000.00CR	42,231.93CR	45,859.47CR	25,859.47	211%	229%
100-431800	BENEFIT APPORTIONMENT	442,653.00CR	2,176.88	442,222.58CR	430.42CR	0%	100%
100-431900	OTHER STATE SUPPORT	192,870.00CR	15,961.00CR	173,680.00CR	19,190.00CR	8%	90%
100-431901	EARLY COMPLETERS-DUAL CREDIT	0.00	0.00	0.00	0.00	0%	0%
100-431902	STATE MATH/SCI REQUIREMENT	3,200.00CR	3,301.00CR	3,301.00CR	101.00	103%	103%
100-431904	REMEDATION	13,000.00CR	0.00	11,991.00CR	1,009.00CR	0%	92%
100-431930	STATE TECHNOLOGY SUPPORT	33,500.00CR	0.00	68,915.00CR	35,415.00	0%	206%
100-432100	DRIVER EDUCATION REVENUE	3,125.00CR	4,500.00CR	4,500.00CR	1,375.00	144%	144%
100-437000	LOTTERY/ADD'L STATE MAINTENANCE	80,000.00CR	0.00	82,770.00CR	2,770.00	0%	103%
100-438000	REVENUE IN LIEU OF TAXES	2,606.00CR	1,673.63CR	3,347.26CR	741.26	64%	128%
100-438001	REV. IN LIEU-AG. EQUIP.	2,160.00CR	0.00	2,160.00CR	0.00	0%	100%
TOTAL STATE REVENUE		4,347,345.00CR	177,169.57CR	4,407,816.33CR	60,471.33	4%	101%
100-442000	UNRESTRICTED FEDERAL REVENUE	200.00CR	23,461.28CR	23,540.19CR	23,340.19	999%	999%
100-448200	IMPACT AID P.L. 81-874	2,500,000.00CR	0.00	2,665,271.00CR	165,271.00	0%	107%
TOTAL FEDERAL REVENUE		2,500,200.00CR	23,461.28CR	2,688,811.19CR	188,611.19	1%	108%
100-320000	BEGINNING BALANCE - BUDGET	800,000.00CR	0.00	0.00	800,000.00CR	0%	0%
100-453000	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0%	0%
100-460000	TRANSFERS FROM OTHER FUNDS	18,470.00CR	4,478.44CR	14,684.22CR	3,785.78CR	24%	80%
TOTAL OTHER REVENUE		818,470.00CR	4,478.44CR	14,684.22CR	803,785.78CR	1%	2%
TOTAL REVENUE		7,763,197.00CR	224,932.02CR	7,303,417.99CR	459,779.01CR	3%	94%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
ELEMENTARY SCHOOL PROGRAM							
100-512110	ELEMENTARY TEACHER SALARIES	1,054,674.00	250,632.60	1,006,976.53	47,697.47	24%	95%
100-512115	ELEMENTARY NON-CERTIFIED SALARIES	326,632.00	78,940.09	248,402.03	78,229.97	24%	76%
100-512160	ELEMENTARY TEACHER SUBSTITUTES	20,000.00	3,207.50	28,154.30	( 8,154.30)	16%	141%
100-512200	ELEMENTARY FRINGE BENEFITS	67,853.00	18,525.28	74,101.00	( 6,248.00)	27%	109%
100-512210	ELEMENT. LIFE/EMP. ASSIST.	1,920.00	517.61	2,073.05	( 153.05)	27%	108%
100-512220	EMPLOYER FICA	112,391.00	25,867.09	99,648.77	12,742.23	23%	89%
100-512230	HEALTH INSURANCE - ELEM	130,061.00	32,461.86	133,507.26	( 3,446.26)	25%	103%
100-512270	WORKER'S COMPENSATION	5,617.00	2,775.96	12,344.59	( 6,727.59)	49%	220%
100-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-512290	RETIREMENT BENEFIT	173,030.00	42,622.67	159,934.63	13,095.37	25%	92%
100-512320	MUSIC EQUIPMENT REPAIR	3,000.00	0.00	0.00	3,000.00	0%	0%
100-512313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-512321	ELEMENTARY PURCHASED SERVICES	8,000.00	109.50	1,163.75	6,836.25	1%	15%
100-512322	COPIER RENTAL	8,000.00	1,175.57	6,944.27	1,055.73	15%	87%
100-512380	ELEMENTARY TRAVEL	0.00	50.30	2,204.17	( 2,204.17)	0%	0%
100-512410	ELEMENT. FIXED MATERIALS	15,000.00	106.63	14,719.19	280.81	1%	98%
100-512411	TEACHER SUPPLIES	3,800.00	0.00	1,644.33	2,155.67	0%	43%
100-512412	MUSIC SUPPLIES	5,000.00	0.00	874.17	4,125.83	0%	17%
100-512413	GRANT FUNDED SUPPLIES	0.00	0.00	981.54	( 981.54)	0%	0%
100-512415	MATERIALS --ART	2,000.00	0.00	1,289.00	711.00	0%	64%
100-512440	ELEMENTARY TEXTBOOKS	8,239.00	0.00	7,821.51	417.49	0%	95%
TOTAL ELEMENTARY PROGRAM		1,945,217.00	456,992.66	1,802,784.09	142,432.91	23%	93%
SECONDARY SCHOOL PROGRAM							
100-515110	HS CERTIFIED SALARIES	776,689.00	191,629.86	761,016.08	15,672.92	25%	98%
100-515113	DRIVER EDUCATION SALARIES	5,000.00	6,980.00	10,785.00	( 5,785.00)	140%	216%
100-515115	HS CLASSIFIED SALARIES	229,485.00	59,985.76	119,827.02	109,657.98	26%	52%
100-515160	HS SUBSTITUTE SALARIES	25,000.00	3,040.00	26,757.50	( 1,757.50)	12%	107%
100-515200	HS FRINGE BENEFITS	29,622.00	6,604.05	26,745.24	2,876.76	22%	90%
100-515210	HS LIFE INSURANCE BENEFIT	1,315.00	372.30	1,477.84	( 162.84)	28%	112%
100-515220	HS EMPLOYER FICA	81,533.00	20,243.71	71,006.16	10,526.84	25%	87%
100-515230	HEALTH INSURANCE - HS	115,336.00	26,670.15	106,870.41	8,465.59	23%	93%
100-515270	HS WORKER'S COMPENSATION	4,075.00	1,752.06	7,270.79	( 3,195.79)	43%	178%
100-515280	HS SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-515290	HS PERSI BENEFIT	124,271.00	30,255.19	107,115.44	17,155.56	24%	86%
100-515313	GRANT FUNDED PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515321	COPIER RENTAL	4,000.00	507.64	4,506.79	( 506.79)	13%	113%
100-515322	HS PURCHASE SERVICES	8,000.00	46.25	7,816.18	183.82	1%	98%
100-515380	HS TRAVEL	0.00	0.00	405.24	( 405.24)	0%	0%
100-515410	H.S. FIXED MATERIALS	10,000.00	1,529.21	13,216.93	( 3,216.93)	15%	132%
100-515411	TEACHER SUPPLIES	2,800.00	394.92	989.89	1,810.11	14%	35%
100-515412	DRIVERS ED. MATERIALS	300.00	633.65	888.27	( 588.27)	211%	296%
100-515413	GRANT FUNDED SUPPLIES	0.00	235.95	13,805.83	( 13,805.83)	0%	0%
100-515417	MATERIALS -- ART	3,000.00	0.00	3,268.53	( 268.53)	0%	109%
100-515421	MATERIALS -- MUSIC	12,000.00	319.50	6,876.83	5,123.17	3%	57%
100-515441	H.S. TEXTBOOKS	25,000.00	0.00	23,441.66	1,558.34	0%	94%
100-515116	SABG GRANT SALARIES	0.00	0.00	0.00	0.00	0%	0%
100-515216	SABG BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-515316	SABG PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-515416	SABG SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
TOTAL SECONDARY PROGRAM		1,457,426.00	351,200.20	1,314,087.63	143,338.37	24%	90%
SPECIAL EDUCATION PROGRAM							
100-521110	RESOURCE ROOM TEACHER SALARIES	269,771.00	61,921.05	248,801.28	20,969.72	23%	92%
100-521115	RESOURCE ROOM AIDES' SALARIES	118,669.00	25,250.02	96,579.53	22,089.47	21%	81%
100-521160	EXCEPT. CHILD CERT. SUBSTITUTES	15,000.00	0.00	0.00	15,000.00	0%	0%
100-521200	RESOURCE ROOM FRINGE BENEFITS	22,166.00	4,543.59	18,174.00	3,992.00	20%	82%
100-521210	EXCEPT. LIFE/EMP. ASSIST.	864.00	167.65	647.32	216.68	19%	75%
100-521220	EMPLOYER FICA	32,559.00	6,993.71	27,721.14	4,837.86	21%	85%
100-521230	HEALTH INSURANCE - EXCEPT CHILD	54,248.00	12,221.21	44,681.32	9,566.68	23%	82%
100-521270	WORKER'S COMPENSATION	1,627.00	589.77	2,710.01	( 1,083.01)	36%	167%
100-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-521290	RETIREMENT BENEFIT	49,026.00	11,142.59	43,600.35	5,425.65	23%	89%
100-521300	TUITION TO N. I. C. H.	20,000.00	7,350.00	28,350.00	( 8,350.00)	37%	142%
100-521310	SPED PURCHASED SERVICES	0.00	0.00	109.20	( 109.20)	0%	0%
100-521380	TRAVEL - PURCHASED SVCS	1,500.00	0.00	74.87	1,425.13	0%	5%
100-521410	SPED SUPPLIES	15,000.00	124.89	13,502.10	1,497.90	1%	90%
100-521411	SPED TEACHER SUPPLIES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-521440	SPED TEXTBOOKS	5,000.00	0.00	0.00	5,000.00	0%	0%
TOTAL SPECIAL EDUCATION PROGRAM		606,430.00	130,304.48	524,951.12	81,478.88	21%	87%



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SPECIAL EDUCATION PRESCHOOL PROGRAM							
100-522110	EXCEPTIONAL PRESCHOOL SALARIES	72,339.00	17,925.81	72,430.06 (	91.06)	25%	100%
100-522160	EXCEPTIONAL PRESCHOOL SUBSTITUTES	2,000.00	0.00	0.00	2,000.00	0%	0%
100-522200	PRESCHOOL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-522210	PRESCHOOL LIFE/EMP. ASSIST.	96.00	24.00	94.86	1.14	25%	99%
100-522220	EMPLOYER FICA	5,687.00	1,185.60	4,806.80	880.20	21%	85%
100-522230	HEALTH INSURANCE - PRESCHOOL	10,485.00	2,706.54	10,697.80 (	212.80)	26%	102%
100-522270	WORKER'S COMPENSATION	284.00	121.84	546.97 (	262.97)	43%	193%
100-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-522290	RETIREMENT BENEFIT	8,637.00	2,235.74	8,743.52 (	106.52)	26%	101%
100-522410	CLASSROOM SUPPLIES	350.00	139.90	139.90	210.10	40%	40%
100-522411	TEACHER SUPPLIES	200.00	0.00	0.00	200.00	0%	0%
TOTAL PRESCHOOL PROGRAM		100,078.00	24,339.43	97,459.91	2,618.09	24%	97%
SCHOOL ACTIVITY PROGRAM							
100-532100	SCHOOL ACTIVITY SALARIES	105,000.00	5,417.03	123,534.86 (	18,534.86)	5%	118%
100-532200	SCHOOL ACTIVITIES FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-532210	EMPLOYEE LIFE INS	0.00	7.02	115.87 (	115.87)	0%	0%
100-532220	EMPLOYER FICA	8,033.00	411.75	9,423.46 (	1,390.46)	5%	117%
100-532230	HEALTH INSURANCE - SCHOOL ACTIVITIES	0.00	385.72	7,657.80 (	7,657.80)	0%	0%
100-532270	WORKER'S COMPENSATION	401.00	37.91	818.99 (	417.99)	9%	204%
100-532280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-532290	RETIREMENT BENEFIT	6,269.00	671.98	8,517.35 (	2,248.35)	11%	136%
100-532310	SCHOOL ACT. DUES/SERVICES	6,500.00	19,139.82	19,314.82 (	12,814.82)	294%	297%
100-532380	SCHOOL ACTIVITIES TRAVEL	12,000.00	100.87	17,211.59 (	5,211.59)	1%	143%
100-532410	ACTIVITY SUPPLIES	25,000.00	0.00	30,222.08 (	5,222.08)	0%	121%
100-532550	ATHLETIC EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL ACTIVITY PROGRAM		163,203.00	26,172.10	216,816.82	53,613.82CR	16%	133%
ATTENDANCE, GUIDANCE, & HEALTH PROGRAM							
100-611110	COUNSELING SALARIES - ELEMENTARY	56,858.00	14,214.56	57,270.50 (	412.50)	25%	101%
100-611111	GUIDANCE SALARIES - SECONDARY	79,192.00	19,798.03	79,192.00	0.00	25%	100%
100-611200	GUIDANCE FRINGE BENEFITS	15,078.00	3,769.50	15,078.00	0.00	25%	100%
100-611210	GUIDANCE LIFE/EMP. ASSIST.	192.00	47.03	186.51	5.49	24%	97%
100-611220	EMPLOYER FICA	11,561.00	2,883.61	11,566.08 (	5.08)	25%	100%
100-611230	HEALTH INSURANCE - GUIDANCE	0.00	0.00	0.00	0.00	0%	0%
100-611270	WORKER'S COMPENSATION	578.00	254.42	1,141.78 (	563.78)	44%	198%
100-611280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-611290	RETIREMENT BENEFIT	18,045.00	4,700.09	18,282.83 (	237.83)	26%	101%
100-611310	HEALTH/GUIDANCE PURCHASE SERVICES	4,500.00	0.00	0.00	4,500.00	0%	0%
100-611380	GUIDANCE TRAVEL	0.00	0.00	0.00	0.00	0%	0%
100-611410	ATTEND./GUIDANCE/HEALTH-ELEMENT.	500.00	0.00	0.00	500.00	0%	0%
100-611411	TEACHER SUPPLY - GUIDANCE	200.00	0.00	0.00	200.00	0%	0%
TOTAL GUIDANCE PROGRAM		186,704.00	45,667.24	182,717.70	3,986.30	24%	98%
SPECIAL EDUCATION SUPPORT SERVICES PROG							
100-616110	ANCILLARY SALARIES - CDS & PSYCOL.	123,827.00	70,082.81	280,331.00 (	156,504.00)	57%	226%
100-616115	NON CERT ANCILLARY SALARY	42,623.00	120,146.50CR	140,522.73 (	97,899.73)	281%	330%
100-616200	ANCILLARY FRINGE BENEFITS	10,839.00	7,867.19CR	1,469.00CR	12,308.00	72%	13%
100-616210	EMPLOYEE LIFE INSUR	1,018.00	137.31CR	863.90	154.10	12%	85%
100-616220	EMPLOYER FICA	13,563.00	4,638.97CR	31,264.62 (	17,701.62)	33%	231%
100-616230	HEALTH INSURANCE - ANCILLARY	88,599.00	80,966.08CR	4,571.86CR	93,170.86	90%	4%
100-616270	WORKER'S COMPENSATION	678.00	187.49	4,206.46 (	3,528.46)	28%	620%
100-616280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-616290	RETIREMENT BENEFIT	21,168.00	8,387.76CR	45,121.44 (	23,953.44)	39%	213%
100-616300	CDS CONTRACT	87,500.00	54,698.14CR	81,242.15	6,257.85	62%	93%
100-616410	ANCILLARY SUPPLIES	800.00	0.00	0.00	800.00	0%	0%
TOTAL ANCILLARY		390,615.00	206,571.65CR	577,511.44	186,896.44CR	52%	148%



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INSTRUCTIONAL IMPROVEMENT PROGRAM							
100-621110	SALARIES - INSTRUCTIONAL IMPROVEME	0.00	0.00	0.00	0.00	0%	0%
100-621115	SALARIES - N/C INSTR IMPROVE	0.00	3,115.60	3,115.60	( 3,115.60)	0%	0%
100-621200	FRINGE	0.00	0.00	0.00	0.00	0%	0%
100-621210	LIFE	0.00	0.00	0.00	0.00	0%	0%
100-621220	FICA	0.00	238.34	238.34	( 238.34)	0%	0%
100-621230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
100-621270	WORKERS COMP	0.00	13.18	13.18	( 13.18)	0%	0%
100-621280	UUSL	0.00	0.00	0.00	0.00	0%	0%
100-621290	PERSI	0.00	348.33	348.33	( 348.33)	0%	0%
100-621310	INSTRUCT. IMPROVE. - CREDIT REIMB	4,460.00	452.50	3,149.50	1,310.50	10%	71%
100-621311	INSTRUCTIONAL IMPROVEMENT PURCHASED SER	20,000.00	0.00	1,178.47	18,821.53	0%	6%
100-621380	TRAVEL/TRNG.	0.00	0.00	3,381.99	( 3,381.99)	0%	0%
100-621410	MENTORING SUPPLIES	100.00	0.00	188.57	( 88.57)	0%	189%
	TOTAL INSTRUCTION IMPROVEMENT	24,560.00	4,167.95	11,613.98	12,946.02	17%	47%
EDUCATIONAL MEDIA PROGRAM							
100-622110	LIBRARY SALARIES - ELEMEN & SECOND	0.00	0.00	0.00	0.00	0%	0%
100-622111	AUDIOVISUAL SALARIES - ELEM & SEC	0.00	0.00	0.00	0.00	0%	0%
100-622115	LIBRARY CLASSIFIED SALARIES	59,989.00	15,060.00	61,975.20	( 1,986.20)	25%	103%
100-622160	LIBRARY SUBSTITUTES	1,000.00	0.00	0.00	1,000.00	0%	0%
100-622200	LIBRARY FRINGE BENEFITS	0.00	1,571.06	6,284.00	( 6,284.00)	0%	0%
100-622210	LIB./TECH. LIFE/EMP. ASSIST.	192.00	44.46	179.45	12.55	23%	93%
100-622220	EMPLOYER FICA	4,666.00	1,272.27	5,221.84	( 555.84)	27%	112%
100-622230	HEALTH INSURANCE - MEDIA	20,970.00	2,706.54	10,550.32	10,419.68	13%	50%
100-622270	WORKER'S COMPENSATION	233.00	111.81	514.48	( 281.48)	48%	221%
100-622280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-622290	RETIREMENT BENEFIT	7,163.00	1,900.01	8,052.96	( 889.96)	27%	112%
100-622323	VALNET COMMUNICATIONS	7,000.00	0.00	4,685.00	2,315.00	0%	67%
100-622410	LIBRARY MATERIALS--ELEMENTARY	5,000.00	0.00	4,595.54	404.46	0%	92%
100-622412	LIBRARY MATERIALS--SECONDARY	5,000.00	0.00	4,705.36	294.64	0%	94%
	TOTAL EDUCATIONAL MEDIA PROGRAM	111,213.00	22,666.15	106,764.15	4,448.85	20%	96%
INSTRUCTIONAL RELATED TECHNOLOGY							
100-623115	TECHNOLOGY SALARY	72,175.00	17,837.53	71,650.00	525.00	25%	99%
100-623200	TECHNOLOGY FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-623210	TECHNOLOGY LIFE BENEFIT	96.00	24.68	98.05	( 2.05)	26%	102%
100-623220	TECHNOLOGY FICA BENEFIT	5,521.00	1,364.41	5,480.46	40.54	25%	99%
100-623230	HEALTH INSURANCE - TECHNOLOGY	10,485.00	2,783.34	11,056.50	( 571.50)	27%	105%
100-623270	TECHNOLOGY WORKERS COMP.	276.00	120.59	540.34	( 264.34)	44%	196%
100-623280	TECHNOLOGY SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-623290	TECHNOLOGY PERSI BENEFIT	8,304.00	2,043.20	8,468.41	( 164.41)	25%	102%
100-623310	TECHNOLOGY PURCHASED SERVICES	9,000.00	0.00	14,430.36	( 5,430.36)	0%	160%
100-623323	TECHNOLOGY INTERNET COMMUNICATIONS	30,000.00	211.00	31,092.00	( 1,092.00)	1%	104%
100-623410	TECHNOLOGY SUPPLIES/MATERIALS	2,500.00	672.60	10,402.33	( 7,902.33)	27%	416%
100-623411	TECHNOLOGY--ELEMENTARY	20,000.00	0.00	16,223.75	3,776.25	0%	81%
100-623412	TECHNOLOGY SECONDARY	20,000.00	0.00	18,650.96	1,349.04	0%	93%
100-623413	TECHNOLOGY - EXCEPTIONAL CHILD	5,000.00	0.00	1,639.82	3,360.18	0%	33%
100-623550	TECHNOLOGY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
	TOTAL INSTRUCTIONAL TECHNOLOGY	183,357.00	25,057.35	189,732.98	6,375.98CR	14%	103%
BOARD OF EDUCATION PROGRAM							
100-631115	CLERK-TREASURER SALARIES--BD OF ED	0.00	0.00	0.00	0.00	0%	0%
100-631200	BOARD FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-631210	EMPLOYEE LIFE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631220	EMPLOYER FICA	0.00	0.00	0.00	0.00	0%	0%
100-631230	HEALTH INSURANCE - CLERK	0.00	0.00	0.00	0.00	0%	0%
100-631270	WORKER'S COMPENSATION	0.00	0.00	0.00	0.00	0%	0%
100-631280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-631290	RETIREMENT BENEFIT	0.00	0.00	0.00	0.00	0%	0%
100-631310	BOARD PURCH. SERVICE	40,000.00	3,706.00	26,399.25	13,600.75	9%	66%
100-631410	SUPPLIES - SCHOOL BOARD	750.00	127.39	754.26	( 4.26)	17%	101%
	TOTAL BOARD OF EDUCATION PROGRAM	40,750.00	3,833.39	27,153.51	13,596.49	9%	67%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
DISTRICT ADMINISTRATION PROGRAM							
100-632110	DISTRICT ADMINISTRATION SALARIES	144,133.00	12,011.12	144,133.00	0.00	8%	100%
100-632115	DISTRICT ADMIN. CLASSIFIED	0.00	0.00	0.00	0.00	0%	0%
100-632200	DISTRICT FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-632210	DISTRICT LIFE/EMP. ASSIST.	240.00	20.00	240.00	0.00	8%	100%
100-632220	EMPLOYER FICA	11,026.00	1,472.70	11,552.46 (	526.46)	13%	105%
100-632230	HEALTH INSURANCE - DISTRICT ADMIN	10,485.00	902.18	10,625.02 (	140.02)	9%	101%
100-632270	WORKER'S COMPENSATION	551.00	93.69	1,124.28 (	573.28)	17%	204%
100-632280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-632290	RETIREMENT BENEFIT	17,209.00	1,434.13	17,209.45 (	0.45)	8%	100%
100-632310	BANK FEES / GRANT SVCS	25,000.00	7,994.88	40,325.82 (	15,325.82)	32%	161%
100-632322	COPIER RENTAL	4,000.00	412.53	4,487.79 (	487.79)	10%	112%
100-632333	DISTRICT COMMUNICATIONS	10,000.00	353.52	3,831.60	6,168.40	4%	38%
100-632380	DISTRICT TRAVEL--GENERAL	15,000.00	0.00	13,777.65	1,222.35	0%	92%
100-632390	DISTRICT PURCHASED SERVICES	17,500.00	408.40	15,456.95	2,043.05	2%	88%
100-632410	DISTRICT SUPPLIES	3,000.00	452.77	2,660.98	339.02	15%	89%
100-632412	DISTRICT SUBSCRIPTIONS	0.00	0.00	0.00	0.00	0%	0%
TOTAL DISTRICT ADMINISTRATION		258,144.00	25,555.92	265,425.00	7,281.00CR	10%	103%
SCHOOL ADMINISTRATION PROGRAM							
100-641110	SCHOOL ADMIN SALARIES	213,378.00	49,413.00	197,652.00	15,726.00	23%	93%
100-641115	ADMINISTRATIVE NON-CERTIFIED	89,860.00	25,151.85	104,169.39 (	14,309.39)	28%	116%
100-641200	SCHOOL ADMIN FRINGE BENEFITS	24,874.00	2,132.81	8,531.00	16,343.00	9%	34%
100-641210	SCHOOL ADMIN. LIFE/EMP. ASSIST.	720.00	169.99	670.51	49.49	24%	93%
100-641220	EMPLOYER FICA	25,101.00	5,855.82	23,696.12	1,404.88	23%	94%
100-641230	HEALTH INSURANCE - SCHOOL ADMIN	15,728.00	9,093.68	35,649.58 (	19,921.58)	58%	227%
100-641270	WORKER'S COMPENSATION	1,254.00	456.40	2,065.88 (	811.88)	36%	165%
100-641280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-641290	RETIREMENT BENEFIT	39,177.00	9,069.75	35,766.15	3,410.85	23%	91%
100-641323	SCHOOL COMMUNICATIONS	18,500.00	1,344.69	13,714.29	4,785.71	7%	74%
100-641380	SCHOOL ADMIN. TRAVEL	2,000.00	0.00	0.00	2,000.00	0%	0%
100-641410	ELEMENT. ADMIN. MATERIALS	2,000.00	103.93	3,853.87 (	1,853.87)	5%	193%
100-641411	SECOND. ADMIN. MATERIALS	2,000.00	0.00	3,053.24 (	1,053.24)	0%	153%
100-641412	DUES/SUBSCRIPTIONS/REGISTRATIONS	1,800.00	0.00	0.00	1,800.00	0%	0%
TOTAL SCHOOL ADMINISTRATION		436,392.00	102,791.92	428,822.03	7,569.97	24%	98%
BUSINESS OPERATIONS PROGRAM							
100-651115	SALARIES - BUSINESS OPERATIONS	78,231.00	5,046.34	66,832.37	11,398.63	6%	85%
100-651200	FRINGE	10,317.00	859.75	10,317.00	0.00	8%	100%
100-651210	LIFE INS BENEFIT	96.00	8.16	101.20 (	5.20)	9%	105%
100-651220	EMPLOYER FICA	6,774.00	449.98	5,880.18	893.82	7%	87%
100-651230	HEALTH INSURANCE	0.00	0.00	487.87 (	487.87)	0%	0%
100-651270	WORKER'S COMPENSATION	339.00	46.07	601.79 (	262.79)	14%	178%
100-651280	SICK LEAVE RETIREMENT	0.00	0.00	0.00	0.00	0%	0%
100-651290	PERSI	10,573.00	705.19	9,076.94	1,496.06	7%	86%
100-651310	PURCHASED SERVICES	66,500.00	5,295.60	56,819.32	9,680.68	8%	85%
100-651311	MEDICAID BILLING SERVICES	21,268.00	1,616.13	28,441.81 (	7,173.81)	8%	134%
100-651380	TRAVEL / TRAINING	4,000.00	509.71	2,685.04	1,314.96	13%	67%
100-651410	SUPPLIES	2,000.00	0.00	626.86	1,373.14	0%	31%
TOTAL BUSINESS OPERATIONS		200,098.00	14,536.93	181,870.38	18,227.62	7%	91%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
BUILDING CUSTODIAL CARE PROGRAM							
100-661115	CUSTODIAL SALARIES	155,782.00	16,294.05	202,268.23 (	46,486.23)	10%	130%
100-661165	CUSTODIAL SUBSTITUTES	12,000.00	0.00	0.00	12,000.00	0%	0%
100-661200	CUSTODIAL FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
100-661210	CUSTODIAL LIFE/EMP. ASSIST.	384.00	30.17	370.67	13.33	8%	97%
100-661220	EMPLOYER FICA	12,835.00	1,464.59	15,653.68 (	2,818.68)	11%	122%
100-661230	HEALTH INSURANCE - CUSTODIAL	41,940.00	3,403.19	41,433.98	506.02	8%	99%
100-661270	WORKER'S COMPENSATION	5,620.00	1,212.07	13,544.21 (	7,924.21)	22%	241%
100-661280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-661290	RETIREMENT BENEFIT	18,600.00	1,588.64	20,231.16 (	1,631.16)	9%	109%
100-661322	CUSTODIAL PURCHASED SERVICES	0.00	164.70	164.70 (	164.70)	0%	0%
100-661330	UTILITIES	195,000.00	14,687.25	220,545.10 (	25,545.10)	8%	113%
100-661410	CUSTODIAL SUPPLIES	25,000.00	1,845.22	37,149.75 (	12,149.75)	7%	149%
100-661710	PROPERTY/LIABILITY INSURANCE	46,151.00	0.00	46,151.00	0.00	0%	100%
100-661711	LIABILITY INSURANCE	0.00	0.00	0.00	0.00	0%	0%
TOTAL CUSTODIAL		513,312.00	40,689.88	597,512.48	84,200.48CR	8%	116%
MAINTENANCE - BUILDINGS-NON-STUDENT OCC							
100-663310	PURCHASE SERV.--MAINT/BUS BARN	5,000.00	4,840.56	10,308.19 (	5,308.19)	97%	206%
100-663311	PURCHASE SERV.--ELEM. NON-OCCUP.	0.00	0.00	0.00	0.00	0%	0%
100-663312	PURCHASE SERV.--SECOND. -NON-OCCUP.	2,000.00	0.00	0.00	2,000.00	0%	0%
100-663315	PURCHASE SERV.--DIST. -NON-OCCUP.	500.00	0.00	818.50 (	318.50)	0%	164%
100-663330	MAINT. BLDG. UTILITIES	500.00	0.00	674.68 (	174.68)	0%	135%
100-663410	MATERIALS--MAINT/BUS BARN FAC.	3,000.00	567.54	70,562.85 (	67,562.85)	19%	999%
100-663415	MATERIALS--DIST. -NON-OCCUP.	2,000.00	0.00	199.60	1,800.40	0%	10%
TOTAL MAINTENANCE - NON STU OCC		13,000.00	5,408.10	82,563.82	69,563.82CR	42%	635%
MAINTENANCE - BUILDINGS-STUDENT OCCUPIE							
100-664115	GENERAL MAINTENANCE SALARIES	82,679.00	11,823.46	100,132.26 (	17,453.26)	14%	121%
100-664200	MAINTENANCE FRINGE BENEFITS	15,475.00	859.70	12,895.78	2,579.22	6%	83%
100-664210	MAINTENANCE LIFE/EMP. ASSIST.	192.00	9.47	144.72	47.28	5%	75%
100-664220	EMPLOYER FICA	7,509.00	749.02	8,424.79 (	915.79)	10%	112%
100-664230	HEALTH INSURANCE - MAINT	0.00	9.96	572.05 (	572.05)	0%	0%
100-664270	WORKER'S COMPENSATION	3,288.00	537.66	7,113.51 (	3,825.51)	16%	216%
100-664280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
100-664290	RETIREMENT BENEFIT	11,720.00	1,035.51	12,917.17 (	1,197.17)	9%	110%
100-664310	PURCHASE SERVICE--MAINT/BUS BARN	500.00	0.00	2,800.26 (	2,300.26)	0%	560%
100-664311	PURCHASE SERVICE--ELEMENTARY	50,000.00	20,998.23	77,626.04 (	27,626.04)	42%	155%
100-664312	PURCHASE SERVICE--SECONDARY	40,000.00	7,147.55	59,750.86 (	19,750.86)	18%	149%
100-664410	MATERIALS--MAINT./BUS BARN	2,000.00	0.00	3,280.23 (	1,280.23)	0%	164%
100-664411	MATERIALS--ELEMENTARY	10,000.00	214.71	13,177.20 (	3,177.20)	2%	132%
100-664412	MATERIALS--SECONDARY	10,000.00	2,894.58	15,520.87 (	5,520.87)	29%	155%
100-664415	MATERIALS--PRESCHOOL/KIND.	500.00	0.00	0.00	500.00	0%	0%
100-664550	MAINTENANCE CAPITAL OUTLAY	6,887.00	0.00	5,800.00	1,087.00	0%	84%
TOTAL MAINTENANCE		240,750.00	46,279.85	320,155.74	79,405.74CR	19%	133%
MAINTENANCE - GROUNDS							
100-665310	PURCHASE SERVICE--GROUNDS	25,000.00	6,846.98	77,741.94 (	52,741.94)	27%	311%
100-665410	MATERIALS--GROUNDS	20,000.00	302.26	10,968.91	9,031.09	2%	55%
100-665550	GROUNDS - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL GROUNDS CARE		45,000.00	7,149.24	88,710.85	43,710.85CR	16%	197%
SECURITY/SAFETY PROGRAM							
100-667310	SCHOOL SAFETY PURCH SERVICES	0.00	0.00	0.00	0.00	0%	0%
100-667410	SECURITY SUPPLIES	7,500.00	0.00	1,722.86	5,777.14	0%	23%
100-667550	SECURITY - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%
TOTAL SCHOOL SAFETY		7,500.00	0.00	1,722.86	5,777.14	0%	23%



PUPIL-TO-SCHOOL TRANSPORTATION PROGRAM								
100-681115	TRANSP. SALARIES--TO SCHOOL @ 50%	75,748.00	22,849.61	98,043.57	( 22,295.57)	30%	129%	
100-681120	TRANSP. SALARIES--MECHANIC @ 85%	0.00	0.00	0.00	0.00	0%	0%	
100-681125	TRANSP. SALARIES--SUPV. @ 50%	35,629.00	2,547.20	35,629.00	0.00	7%	100%	
100-681165	TRANSP. SALARIES--SUBS @ 50%	2,500.00	0.00	159.78	2,340.22	0%	6%	
100-681200	TRANSP. FRINGE BENEFITS @ 50%	17,077.00	3,784.49	17,287.07	( 210.07)	22%	101%	
100-681210	TRANSP. LIFE INSURANCE @ 50%	192.00	43.77	251.60	( 59.60)	23%	131%	
100-681220	TRANSP. EMPLOYER FICA/MDC @ 50%	10,018.00	2,231.22	11,552.76	( 1,534.76)	22%	115%	
100-681230	HEALTH INSURANCE - TRANSP - 50%	0.00	206.63	1,654.06	( 1,654.06)	0%	0%	
100-681270	TRANSP. WORKERS COMP @ 50%	3,146.00	1,025.58	7,386.80	( 4,240.80)	33%	235%	
100-681280	TRANSP. SICK LEAVE @ 50%	0.00	0.00	0.00	0.00	0%	0%	
100-681290	TRANSP. PERSI BENEFIT @ 50%	15,337.00	2,911.34	13,561.72	1,775.28	19%	88%	
100-681310	BUS CONTRACT REPAIRS @ 85%	40,000.00	4,736.58	39,878.64	121.36	12%	100%	
100-681311	PHYSICALS/DRUG TESTING @ 50%	2,500.00	0.00	1,814.00	686.00	0%	73%	
100-681312	PHYSICALS/DRUG TESTING @ 85%	0.00	0.00	0.00	0.00	0%	0%	
100-681317	TRAINING-DIST./IAPT/STN/NAPT @ 50%	400.00	0.00	0.00	400.00	0%	0%	
100-681318	TRAINING SDE DRIVER/TECH. @ 85%	0.00	0.00	0.00	0.00	0%	0%	
100-681319	BUS BARN UTILITIES @ 50%	15,000.00	765.36	15,270.16	( 270.16)	5%	102%	
100-681320	TRANSP. 100% CELL PHONE @ 50%	300.00	0.00	51.15	248.85	0%	17%	
100-681345	TRANSP. IN-LIEU-OF @ 50%	2,500.00	0.00	0.00	2,500.00	0%	0%	
100-681380	TRAVEL-SDE DRIVER/TECH TRGN @ 85%	0.00	0.00	87.85	( 87.85)	0%	0%	
100-681381	TRAVEL-DIST/IAPT/STN/NAPT @ 50%	0.00	809.13	1,221.05	( 1,221.05)	0%	0%	
100-681410	TECHN. COVERALLS/RAGS @ 50%	500.00	0.00	0.00	500.00	0%	0%	
100-681420	TRANSP. BUS FUEL/FLUIDS @ 50%	22,500.00	5,233.78	30,172.92	( 7,672.92)	23%	134%	
100-681424	TRANSP. BUS OILS/LUBRICANTS @ 85%	2,500.00	155.05	1,975.51	524.49	6%	79%	
100-681425	BUS REPAIR PARTS @ 85%	12,000.00	31.42	10,330.68	1,669.32	0%	86%	
100-681426	BUS OFFICE SUPPLIES/POSTAGE @ 50%	250.00	0.00	549.86	( 299.86)	0%	220%	
100-681429	HAND TOOLS @ 85% - 400 CAP	400.00	0.00	149.96	250.04	0%	37%	
100-681500	TRANSP - CAPITAL OUTLAY	0.00	0.00	0.00	0.00	0%	0%	
100-681710	TRANSP. FACILITY INS. --@ 50%	0.00	0.00	0.00	0.00	0%	0%	
TOTAL PUPIL TO SCHOOL TRANSPORTATION		258,497.00	47,331.16	287,028.14	28,531.14CR	18%	111%	
PUPIL-ACTIVITY TRANSPORTATION PROGRAM								
100-682115	TRANSP. SALARIES--ACTIVITY/SHUTTLE	15,000.00	4,724.58	27,307.12	( 12,307.12)	31%	182%	
100-682200	TRANS - ACTIVITY - FRINGE	0.00	0.00	0.00	0.00	0%	0%	
100-682210	TRANS - ACTIVITY - LIFE	0.00	2.65	34.59	( 34.59)	0%	0%	
100-682220	TRANS - ACTIVITY - FICA	1,148.00	360.99	2,086.04	( 938.04)	31%	182%	
100-682230	TRANS - ACTIVITY - HEALTH INS	0.00	22.54	522.33	( 522.33)	0%	0%	
100-682270	WORK COMP	360.00	195.23	1,250.46	( 890.46)	54%	347%	
100-682280	TRANS - ACTIVITY - UUSL	0.00	0.00	0.00	0.00	0%	0%	
100-682290	TRANS - ACTIVITY - PERSI	1,791.00	155.22	1,962.20	( 171.20)	9%	110%	
100-682310	PURCHASE SERVICES--NON ALLOW	300.00	0.00	418.50	( 118.50)	0%	140%	
100-682410	TRANSPORTATION MAT'LS--NON-ALLOW.	250.00	454.92	2,255.61	( 2,005.61)	182%	902%	
TOTAL ACTIVITY TRANSPORTATION		18,849.00	5,916.13	35,836.85	16,987.85CR	31%	190%	
GENERAL TRANSPORTATION PROGRAM								
100-683310	PURCHASE SERVICES-NON ALLOWABLE	2,800.00	2,546.45	3,055.45	( 255.45)	91%	109%	
100-683410	SUPPLIES-NON ALLOWABLE	400.00	0.00	1,473.07	( 1,073.07)	0%	368%	
TOTAL GENERAL TRANSPORTATION		3,200.00	2,546.45	4,528.52	1,328.52CR	80%	142%	
FOOD SERVICES PROGRAM								
100-710220	FOOD EMPLOYER FICA	12,617.00	3,435.14	13,788.42	( 1,171.42)	27%	109%	
TOTAL NON-INSTRUCTION		12,617.00	3,435.14	13,788.42	1,171.42CR	27%	109%	
CAPITAL ASSETS								
100-810520	CAPITAL OUTLAY - BUILDINGS	0.00	0.00	0.00	0.00	0%	0%	
100-810540	CAPITAL OUTLAY - VEHICLES	0.00	0.00	0.00	0.00	0%	0%	
TOTAL CAPITAL OUTLAY		0.00	0.00	0.00	0.00	0%	0%	
100-920821	TRANSFER TO BUS DEPRECIATION FUND	44,711.00	0.00	46,535.00	( 1,824.00)	0%	104%	
100-920810	TRANSFER TO MEDICAID FUND	113,851.00	66,641.86	66,641.86	47,209.14	59%	59%	
100-920800	TRANSFERS TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%	
100-950850	CONTINGENCY RESERVE	387,723.00	0.00	0.00	387,723.00	0%	0%	
TOTAL OTHER		546,285.00	66,641.86	113,176.86	433,108.14	12%	21%	
TOTAL EXPENDITURES		7,763,197.00	1,252,111.88	7,472,735.28	290,461.72	16%	96%	



ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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GRANTS - NEZ PERCE TRIBE & OTHERS

232-320000	BEGINNING BALANCE - BUDGET	72,996.00CR	0.00	0.00	72,996.00CR	0%	0%
232-415000	INVESTMENT EARNINGS	1,200.00CR	210.07CR	1,568.72CR	368.72	18%	131%
232-419900	GRANT REVENUE - NPT & OTHERS	39,900.00CR	2,874.00	52,026.00CR	12,126.00	6%	130%
232-443000	FEDERAL GRANT REVENUE	0.00	3,374.00CR	3,374.00CR	3,374.00	0%	0%
232-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%

TOTAL REVENUE

114,096.00CR	710.07CR	56,968.72CR	57,127.28CR	1%	50%
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232-515113	ADVANCED OPS - SALARIES	300.00	0.00	199.75	100.25	0%	67%
232-515223	ADVANCED OPS - FICA	25.00	0.00	0.00	25.00	0%	0%
232-515273	ADVANCED OPS - WORKERS COMP	3.00	0.00	1.56	1.44	0%	52%
232-515115	NATIVE ARTS SALARY	6,000.00	2,535.35	7,818.69 (	1,818.69)	42%	130%
232-515220	BENEFITS	450.00	184.17	625.48 (	175.48)	41%	139%
232-515270	WORKERS COMP	1.00	4.43	5.15 (	4.15)	443%	515%
232-515117	CD'A TRIBE NATIVE ARTS SALARIES	0.00	0.00	0.00	0.00	0%	0%
232-515217	LIFE - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515227	FICA - CD'A N/A FUND	0.00	0.00	0.00	0.00	0%	0%
232-515237	CD'A TRIBE GRANT HEALTH INS	0.00	0.00	0.00	0.00	0%	0%
232-515277	WORKERS COMP - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515297	PERSI - CD'A N/A GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515410	HIGH SCHOOL SUPPLIES	10,000.00	514.79	514.79	9,485.21	5%	5%
232-515312	P/S - NPT NATIVE ARTS GRANT	14,264.00	0.00	3,049.28	11,214.72	0%	21%
232-515313	P/S - COLLEGE & CAREER READINESS	10,360.00	311.97	4,568.77	5,791.23	3%	44%
232-515315	P/S - NPT MS READING GRANT	2,600.00	0.00	0.00	2,600.00	0%	0%
232-515316	P/S NPT-CULTURALLY RESPONSIVE	0.00	0.00	0.00	0.00	0%	0%
232-515317	P/S - CDA TRIBE NATIVE ARTS GRANT	0.00	0.00	0.00	0.00	0%	0%
232-515318	P/S - NPT NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515319	P/S - TEACHING FOR TOLERANCE	5,000.00	0.00	0.00	5,000.00	0%	0%
232-515320	P/S - ATTENDANCE COMMITTEE EMERGENCY FU	6,100.00	0.00	0.00	6,100.00	0%	0%
232-515322	P/S - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515323	P/S - NPT MENTOR ARTISTS & PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515412	SUPPLIES - NPT GRANT NATIVE ARTS	14,264.00	2,627.90	6,702.40	7,561.60	18%	47%
232-515413	SUPPLIES - COLLEGE & CAREER READINESS	10,360.00	2,389.37	10,612.21 (	252.21)	23%	102%
232-515415	SUPPLIES-NPT MS READING	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515416	SUPPLIES-NPT- CULTURALLY RESPONSIVE	1,493.00	0.00	841.88	651.12	0%	56%
232-515417	SUPPLIES - CDA TRIBE NATIVE ARTS	0.00	0.00	0.00	0.00	0%	0%
232-515418	SUPPLIES - NATIVE NATURAL SCIENCE	0.00	0.00	0.00	0.00	0%	0%
232-515419	SUPPLIES - TEACHING FOR TOLERANCE	2,500.00	0.00	0.00	2,500.00	0%	0%
232-515420	SUPPLIES-ATTENDANCE COMMITTEE EMERGENCY	6,115.00	300.00	4,370.22	1,744.78	5%	71%
232-515422	SUPPLIES - NPT NATURAL HELPERS	0.00	0.00	0.00	0.00	0%	0%
232-515423	SUPPLIES-NPT MENTOR ARTISTS PLAYWRIGHTS	0.00	0.00	0.00	0.00	0%	0%
232-515550	CAPITAL EQUIPMENT	21,761.00	0.00	0.00	21,761.00	0%	0%

TOTAL EXPENDITURES

114,096.00	8,867.98	39,310.18	74,785.82	8%	34%
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NEZPERCE TRIBE JOB SKILLS

235-320000	JOB SKILLS CARRYOVER	900.00CR	0.00	0.00	900.00CR	0%	0%
235-419900	NEZPERCE TRIBE SPECIAL SERVICE GRT	10,000.00CR	0.00	10,000.00CR	0.00	0%	100%

TOTAL REVENUE

10,900.00CR	0.00	10,000.00CR	900.00CR	0%	92%
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235-515115	JOB SKILLS SALARY	10,053.00	1,143.25	4,347.75	5,705.25	11%	43%
235-515220	JOB SKILLS EMPLOYER FICA	769.00	87.47	332.61	436.39	11%	43%
235-515270	JOB SKILLS WORKERS COMP	78.00	7.06	26.93	51.07	9%	35%
235-521310	JOB SKILLS	0.00	0.00	0.00	0.00	0%	0%

TOTAL EXPENDITURES

10,900.00	1,237.78	4,707.29	6,192.71	11%	43%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
STATE VOCATIONAL							
243-432410	STATE CTE -- AG. PROGRAM	12,600.00CR	0.00	12,600.00CR	0.00	0%	100%
243-432420	STATE VOC. ED.--BUSINESS PROGRAM	10,370.00CR	0.00	10,370.00CR	0.00	0%	100%
	TOTAL REVENUE	22,970.00CR	0.00	22,970.00CR	0.00	0%	100%
243-515112	VOC. ED. AG. SALARIES	2,079.00	326.07	326.07	1,752.93	16%	16%
243-515210	EMPLOYEE ASSIST. PLAN	0.00	0.00	0.00	0.00	0%	0%
243-515200	VOC. ED. FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515220	VOC. ED. EMPLOYER FICA	159.00	24.94	24.94	134.06	16%	16%
243-515230	HEALTH INSURANCE - VOC ED	0.00	0.00	0.00	0.00	0%	0%
243-515270	VOC. ED. WORKERS COMPENSATION	8.00	1.38	1.38	6.62	17%	17%
243-515280	VOC. ED. SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
243-515290	VOC. ED. PERSI BENEFIT	248.00	38.94	38.94	209.06	16%	16%
243-515382	VOC. ED. TRAVEL--AG. PROGRAM	2,000.00	397.78	633.78	1,366.22	20%	32%
243-515412	VOC. ED. SUPPLIES--AG. PROGRAM	8,106.00	2,988.58	11,590.02 (	3,484.02)	37%	143%
243-515552	VOC. ED. EQUIPMENT--AG. PROGRAM	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE AG PROGRAM	12,600.00	3,777.69	12,615.13	15.13CR	30%	100%
243-515313	VOC. ED. BUSINESS P/S	0.00	0.00	0.00	0.00	0%	0%
243-515383	VOC. ED. TRAVEL--BUSINESS PROGRAM	3,065.00	1,018.03	1,018.03	2,046.97	33%	33%
243-515413	VOC. ED. SUPPLIES--BUSINESS PROG.	7,305.00	1,425.33	9,336.84 (	2,031.84)	20%	128%
243-515553	VOC. ED. EQUIPMENT--BUSINESS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL CTE BUSINESS PROGRAM	10,370.00	2,443.36	10,354.87	15.13	24%	100%
	TOTAL EXPENDITURES	22,970.00	6,221.05	22,970.00	0.00	27%	100%
ARPA - ESSERF III							
250-445900	ESSERF III REVENUE	1,241,336.00CR	106,197.54CR	795,287.39CR	446,048.61CR	9%	64%
	TOTAL REVENUE	1,241,336.00CR	106,197.54CR	795,287.39CR	446,048.61CR	9%	64%
250-512100	SALARIES - ELEMENTARY - ESSERF III	100,000.00	10,372.48	50,671.41	49,328.59	10%	51%
250-512200	BENEFITS - ELEMENTARY - ESSERF III	29,048.00	7,540.85	33,966.28 (	4,918.28)	26%	117%
250-512300	PURCHASED SERVICES - ELEMENTARY - ESSER	103,536.00	0.00	0.00	103,536.00	0%	0%
250-512400	SUPPLIES - ELEMENTARY - ESSERF III	235,223.00	46,050.00	440,818.77 (	205,595.77)	20%	187%
250-512101	SALARIES - ELEMENTARY ESSERF III L/L	5,000.00	2,372.02	5,198.64 (	198.64)	47%	104%
250-512201	BENEFITS - ELEMENTARY ESSERF III L/L	1,000.00	461.24	1,174.93 (	174.93)	46%	117%
250-512301	PURCHASED SERVICES - ELEM ESSERF III L/	0.00	0.00	0.00	0.00	0%	0%
250-512401	SUPPLIES - ELEMENTARY ESSERF III L/L	28,000.00	0.00	27,396.45	603.55	0%	98%
250-515100	SALARIES - SECONDARY - ESSERF III	100,000.00	17,699.95	90,221.51	9,778.49	18%	90%
250-515200	BENEFITS - SECONDARY - ESSERF III	13,009.00	8,044.77	37,775.49 (	24,766.49)	62%	290%
250-515300	PURCHASED SERVICES - SECONDARY - ESSERF	103,536.00	0.00	468.58	103,067.42	0%	0%
250-515400	SUPPLIES - SECONDARY - ESSERF III	140,886.00	0.00	22,524.86	118,361.14	0%	16%
250-515101	SALARIES - SECONDARY ESSERF III L/L	76,375.00	12,254.62	49,749.03	26,625.97	16%	65%
250-515201	BENEFITS - SECONDARY ESSERF III L/L	16,039.00	1,401.61	9,941.13	6,097.87	9%	62%
250-515301	PURCHASED SERVICES - SECONDARY ESSERF I	0.00	0.00	0.00	0.00	0%	0%
250-515401	SUPPLIES - SECONDARY ESSERF III L/L	13,000.00	0.00	12,287.82	712.18	0%	95%
250-661100	SALARIES - CUSTODIAL - ESSERF III	25,000.00	0.00	10,000.00	15,000.00	0%	40%
250-661200	BENEFITS - CUSTODIAL - ESSERF III	7,262.00	0.00	3,092.49	4,169.51	0%	43%
250-661300	PURCHASED SERVICES - CUSTODIAL - ESSERF	103,536.00	0.00	0.00	103,536.00	0%	0%
250-661400	SUPPLIES - CUSTODIAL - ESSERF III	140,886.00	0.00	0.00	140,886.00	0%	0%
250-920800	INDIRECT COST - ESSERF III	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	1,241,336.00	106,197.54	795,287.39	446,048.61	9%	64%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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CHAPTER I FUND

251-445100	FEDERAL ASSISTANCE	166,906.00CR	44,558.95CR	166,906.00CR	0.00	27%	100%
251-445901	CSI - UP REVENUE	96,149.00CR	11,859.56CR	11,859.56CR	84,289.44CR	12%	12%
TOTAL REVENUE		263,055.00CR	56,418.51CR	178,765.56CR	84,289.44CR	21%	68%

251-512110	TEACHER SALARIES--ELEMENTARY	0.00	0.00	0.00	0.00	0%	0%
251-512115	TEACHER AIDES--ELEMENTARY	105,064.00	28,408.28	105,789.85	( 725.85)	27%	101%
251-512200	BENEFITS - TITLE I-A	55,112.00	392.71	392.71	54,719.29	1%	1%
251-512205	ELEMENTARY FRINGE BENEFIT	6,230.00	0.00	0.00	6,230.00	0%	0%
251-512210	ELEMENT. LIFE/EMP. ASSIST.	0.00	89.82	346.70	( 346.70)	0%	0%
251-512220	EMPLOYER FICA	0.00	2,165.21	8,061.67	( 8,061.67)	0%	0%
251-512230	HEALTH INSURANCE - TITLE I-A	0.00	9,735.72	38,704.92	( 38,704.92)	0%	0%
251-512270	WORKER'S COMPENSATION	0.00	185.76	789.34	( 789.34)	0%	0%
251-512280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
251-512290	RETIREMENT BENEFIT	0.00	3,241.47	12,480.83	( 12,480.83)	0%	0%
251-512310	E. S. PURCHASED SERVICES	500.00	0.00	0.00	500.00	0%	0%
251-512410	ELEMENTARY SUPPLIES & MATERIALS	0.00	339.98	339.98	( 339.98)	0%	0%

TOTAL TITLE I-A EXPENDITURES		166,906.00	44,558.95	166,906.00	0.00	27%	100%
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251-515101	CSI - UP SALARIES	37,600.00	9,000.00	9,000.00	28,600.00	24%	24%
251-515201	CSI - UP BENEFITS	13,000.00	2,633.31	2,633.31	10,366.69	20%	20%
251-515301	CSI - UP PURCHASED SERVICES	36,000.00	100.00	100.00	35,900.00	0%	0%
251-515401	CSI - UP SUPPLIES	9,549.00	126.25	126.25	9,422.75	1%	1%

TOTAL CSI-UP EXPENDITURES		96,149.00	11,859.56	11,859.56	84,289.44	12%	12%
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TOTAL EXPENDITURES		263,055.00	56,418.51	178,765.56	84,289.44	21%	68%
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CARES - ESSERF I

252-445900	ESSER REVENUE	153.00CR	0.00	152.96CR	0.04CR	0%	100%
TOTAL REVENUE		153.00CR	0.00	152.96CR	0.04CR	0%	100%

252-515410	SUPPLIES	153.00	0.00	152.96	0.04	0%	100%
TOTAL EXPENDITURES		153.00	0.00	152.96	0.04	0%	100%

CRRSA - ESSERF II

254-445900	ESSERF II REVENUE	1,248.00CR	0.00	1,247.81CR	0.19CR	0%	100%
TOTAL REVENUE		1,248.00CR	0.00	1,247.81CR	0.19CR	0%	100%

254-512400	SUPPLIES - ELEMENTARY - ESSER II	1,248.00	0.00	1,247.81	0.19	0%	100%
TOTAL EXPENDITURES		1,248.00	0.00	1,247.81	0.19	0%	100%

PART B FUND

257-320000	PART B CARRYOVER	0.00	0.00	0.00	0.00	0%	0%
257-445600	FEDERAL ASSISTANCE -- PART B	132,275.00CR	30,903.86CR	137,275.00CR	5,000.00	23%	104%
257-445601	PRIOR YEAR ALLOCATION	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		132,275.00CR	30,903.86CR	137,275.00CR	5,000.00	23%	104%

257-521110	CERTIFIED SALARY	0.00	0.00	5,000.00	( 5,000.00)	0%	0%
257-521115	AIDES - PART B	94,396.00	18,628.00	81,244.60	13,151.40	20%	86%
257-521200	FRINGE BENEFITS- PART B	6,560.00	360.00	1,440.00	5,120.00	5%	22%
257-521210	LIFE INS BENEFIT	281.00	76.51	300.69	( 19.69)	27%	107%
257-521220	EMPLOYER FICA	7,723.00	1,452.56	6,705.04	1,017.96	19%	87%
257-521230	HEALTH INSURANCE - PART B	10,874.00	8,077.70	31,537.34	( 20,663.34)	74%	290%
257-521270	WORKER'S COMPENSATION	387.00	132.55	668.43	( 281.43)	34%	173%
257-521280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
257-521290	RETIREMENT BENEFIT	12,054.00	2,176.54	10,378.90	1,675.10	18%	86%
257-521310	PART B PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
257-521410	SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
TOTAL EXPENDITURES		132,275.00	30,903.86	137,275.00	5,000.00CR	23%	104%



PART B PRESCHOOL							
258-320000	PRESCHOOL CARRYOVER-PRIOR	0.00	0.00	0.00	0.00	0%	0%
258-445600	PART B PRE-SCHOOL REVENUE	3,473.00CR	1,231.24CR	3,473.00CR	0.00	35%	100%
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	TOTAL REVENUE	3,473.00CR	1,231.24CR	3,473.00CR	0.00	35%	100%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
258-522110	CERTIFIED TEACHER SALARIES	0.00	0.00	0.00	0.00	0%	0%
258-522115	NON-CERTIFIED SALARIES	2,466.00	922.50	2,462.94	3.06	37%	100%
258-522200	BENEFITS	428.00	106.03	424.00	4.00	25%	99%
258-522210	LIFE/EMP. ASSIST. PLAN	0.00	1.43	6.14	(6.14)	0%	0%
258-522220	EMPLOYER FICA	221.00	78.66	220.80	0.20	36%	100%
258-522230	HEALTH INSURANCE - PART B PRESCHOOL	0.00	0.00	0.00	0.00	0%	0%
258-522270	WORKER'S COMPENSATION	12.00	6.06	20.62	(8.62)	51%	172%
258-522280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
258-522290	RETIREMENT BENEFIT	346.00	116.56	338.50	7.50	34%	98%
258-522310	PART B PRESCHOOL PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	3,473.00	1,231.24	3,473.00	0.00	35%	100%
MEDICAID FUND							
260-445900	MEDICAID REVENUE	394,359.00CR	96,082.73CR	396,343.96CR	1,984.96	24%	101%
260-460000	TRANSFER FROM GENERAL FUND	113,851.00CR	66,641.86CR	66,641.86CR	47,209.14CR	59%	59%
	TOTAL REVENUE	508,210.00CR	162,724.59CR	462,985.82CR	45,224.18CR	32%	91%
260-616115	ANCILLARY SALARIES	202,562.00	164,791.44	164,791.44	37,770.56	81%	81%
260-616200	ANCILLARY FRINGE BENEFITS	2,187.00	10,000.00	10,000.00	(7,813.00)	457%	457%
260-616210	EMPLOYEE LIFE INSURANCE	370.00	480.00	480.00	(110.00)	130%	130%
260-616220	EMPLOYER FICA	15,663.00	13,371.55	13,371.55	2,291.45	85%	85%
260-616230	HEALTH INSURANCE	60,848.00	104,850.00	104,850.00	(44,002.00)	172%	172%
260-616270	WORKERS COMP	783.00	739.37	739.37	43.63	94%	94%
260-616280	UNUSED SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
260-616290	PERSI	24,446.00	20,870.10	20,870.10	3,575.90	85%	85%
260-616310	MEDICAID CONTRACT SERVICES	87,500.00	81,241.50	81,241.50	6,258.50	93%	93%
260-616350	MEDICAID MATCH	113,851.00	33,358.14CR	66,641.86	47,209.14	28%	59%
	TOTAL EXPENDITURES	508,210.00	362,985.82	462,985.82	45,224.18	71%	91%
TITLE IV-A ESSA STUDENT SUPPORT							
261-445200	TITLE IV-A ESSA REVENUE	16,065.00CR	5,717.98CR	16,065.00CR	0.00	36%	100%
	TOTAL REVENUE	16,065.00CR	5,717.98CR	16,065.00CR	0.00	36%	100%
261-515115	SECONDARY CLASSIFIED SALARY	10,862.00	4,204.00	11,071.72	(209.72)	39%	102%
261-515200	FRINGE	2,502.00	682.01	2,398.76	103.24	27%	96%
261-515210	LIFE INSURANCE BENEFIT	32.00	7.73	30.06	1.94	24%	94%
261-515220	FICA BENEFIT	1,022.00	259.28	907.52	114.48	25%	89%
261-515230	HEALTH INSURANCE	0.00	0.00	0.00	0.00	0%	0%
261-515270	WORKERS COMP	52.00	22.50	89.48	(37.48)	43%	172%
261-515280	UUSL	0.00	0.00	0.00	0.00	0%	0%
261-515290	PERSI BENEFIT	1,595.00	542.46	1,567.46	27.54	34%	98%
261-515310	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
261-515410	SUPPLIES/MATERIALS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	16,065.00	5,717.98	16,065.00	0.00	36%	100%
REAP							
262-320000	BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
262-443000	REAP GRANT REVENUE	24,495.00CR	8,789.44CR	24,495.00CR	0.00	36%	100%
	TOTAL REVENUE	24,495.00CR	8,789.44CR	24,495.00CR	0.00	36%	100%
262-512115	ELEMENTARY CLASSIFIED SALARY	16,169.00	6,444.88	16,907.38	(738.38)	40%	105%
262-512200	FRINGE BENEFITS	0.00	0.00	0.00	0.00	0%	0%
262-512210	LIFE INSURANCE BENEFIT	96.00	9.54	36.91	59.09	10%	38%
262-512220	FICA BENEFIT	1,237.00	493.02	1,293.39	(56.39)	40%	105%
262-512230	HEALTH INSURANCE - REAP	5,002.00	1,075.53	4,160.02	841.98	22%	83%
262-512270	WORKERS COMP. BENEFIT	62.00	37.09	118.72	(56.72)	60%	191%
262-512280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
262-512290	PERSI BENEFIT	1,929.00	729.38	1,978.58	(49.58)	38%	103%
	TOTAL EXPENDITURES	24,495.00	8,789.44	24,495.00	0.00	36%	100%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
T I T L E VI-A INDIAN EDUCATION							
267-320000	BEGINNING FUND BALANCE	2,390.00CR	0.00	0.00	2,390.00CR	0%	0%
267-419900	LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
267-443000	FEDERAL ASSISTANCE - VI-A	93,748.00CR	25,029.31CR	78,028.48CR	15,719.52CR	27%	83%
267-443001	NYCP GRANT REVENUE	442,801.00CR	98,359.62CR	239,956.38CR	202,844.62CR	22%	54%
267-443002	ACE GRANT REVENUE	383,975.00CR	100,027.48CR	439,188.60CR	55,213.60	26%	114%
	TOTAL REVENUE	922,914.00CR	223,416.41CR	757,173.46CR	165,740.54CR	24%	82%
267-512410	CULTURAL ENRICHMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
267-515100	COORDINATOR SALARY	3,943.00	976.52	3,905.75	37.25	25%	99%
267-515110	NEZ PERCE LANGUAGE INSTRUCTOR	0.00	0.00	0.00	0.00	0%	0%
267-515115	CERTIFIED SALARY - OTHER	0.00	433.86	433.86	( 433.86)	0%	0%
267-515120	SECRETARY' S SALARY	50,560.00	9,162.90	39,338.34	11,221.66	18%	78%
267-515125	ATTENDANCE CLERK	0.00	0.00	0.00	0.00	0%	0%
267-515200	FRINGE	6,250.00	732.00	3,481.66	2,768.34	12%	56%
267-515210	LIFE INS - VI-A	48.00	10.97	50.22	( 2.22)	23%	105%
267-515220	EMPLOYER FICA	4,648.00	845.86	3,525.36	1,122.64	18%	76%
267-515230	HEALTH INSURANCE - VI-A	0.00	2,929.94	6,460.61	( 6,460.61)	0%	0%
267-515270	WORKER' S COMPENSATION	232.00	70.75	350.46	( 118.46)	30%	151%
267-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
267-515290	RETIREMENT BENEFIT	4,837.00	5,239.81	7,581.77	( 2,744.77)	108%	157%
267-515300	HIGH SCHOOL PURCHASED SVCS	12,667.00	0.00	610.04	12,056.96	0%	5%
267-515380	TRAVEL - VI-A	0.00	1,384.65	1,384.65	( 1,384.65)	0%	0%
267-515410	SUPPLIES	11,078.00	2,796.23	9,290.55	1,787.45	25%	84%
267-920800	INDIRECT COST - TITLE VI	1,875.00	445.82	1,615.21	259.79	24%	86%
	TOTAL TITLE VI-A EXPENDITURES	96,138.00	25,029.31	78,028.48	18,109.52	26%	81%
267-515101	SALARIES - DIRECTOR - NYCP	36,500.00	0.00	0.00	36,500.00	0%	0%
267-515111	SALARIES - CERTIFIED - NYCP	137,078.00	20,961.00	34,871.85	102,206.15	15%	25%
267-515116	SALARIES - N/C - NYCP	23,553.00	21,228.58	54,885.69	( 31,332.69)	90%	233%
267-515201	FRINGE - NYCP	8,458.00	942.00	3,140.00	5,318.00	11%	37%
267-515211	LIFE INS - NYCP	48.00	61.06	165.78	( 117.78)	127%	345%
267-515221	FICA - ER - NYCP	15,728.00	3,277.55	7,070.17	8,657.83	21%	45%
267-515231	HEALTH INS - NYCP	21,748.00	146.34	146.34	21,601.66	1%	1%
267-515271	WORKERS COMP - NYCP	123.00	179.67	413.21	( 290.21)	146%	336%
267-515281	UUSL - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515291	PERSI - NYCP	24,547.00	2,581.79	8,523.85	16,023.15	11%	35%
267-515311	CONTRACTURAL PURCHASED SERVICES - NYCP	0.00	0.00	15,000.00	( 15,000.00)	0%	0%
267-515321	OTHER PURCHASED SERVICES - NYCP	0.00	2,610.70	19,101.48	( 19,101.48)	0%	0%
267-515381	TRAVEL - NYCP	112,240.00	37,655.41	39,669.89	72,570.11	34%	35%
267-515421	EQUIPMENT - NYCP	0.00	0.00	0.00	0.00	0%	0%
267-515411	SUPPLIES - NYCP	54,010.00	6,738.90	52,157.95	1,852.05	12%	97%
267-920801	INDIRECT COSTS - NYCP	8,768.00	1,976.62	4,810.17	3,957.83	23%	55%
	TOTAL NYCP EXPENDITURES	442,801.00	98,359.62	239,956.38	202,844.62	22%	54%
267-515102	SALARIES - DIRECTOR - ACE	40,929.00	10,232.25	40,929.00	0.00	25%	100%
267-515112	SALARIES - CERTIFIED - ACE	101,870.00	35,739.93	156,210.26	( 54,340.26)	35%	153%
267-515117	SALARIES - N/C - ACE	72,853.00	23,272.87	88,995.44	( 16,142.44)	32%	122%
267-515202	FRINGE - ACE	4,266.00	2,951.25	11,805.00	( 7,539.00)	69%	277%
267-515212	LIFE INS - ACE	288.00	82.85	319.27	( 31.27)	29%	111%
267-515222	FICA - ER - ACE	16,824.00	5,511.93	22,756.09	( 5,932.09)	33%	135%
267-515232	HEALTH INS - ACE	41,940.00	7,806.74	29,647.00	12,293.00	19%	71%
267-515272	WORKERS COMP - ACE	840.00	410.06	1,846.33	( 1,006.33)	49%	220%
267-515282	UUSL - ACE	0.00	0.00	0.00	0.00	0%	0%
267-515292	PERSI - ACE	26,258.00	3,565.78	19,456.96	6,801.04	14%	74%
267-515312	PURCHASED SERVICES - ACE	51,580.00	0.00	26,793.00	24,787.00	0%	52%
267-515382	TRAVEL - ACE	0.00	10,927.10	25,192.49	( 25,192.49)	0%	0%
267-515412	SUPPLIES - ACE	18,500.00	2,529.28CR	6,978.92	11,521.08	13%	38%
267-920802	INDIRECT COSTS - ACE	7,827.00	2,056.00	8,258.84	( 431.84)	26%	106%
	TOTAL ACE EXPENDITURES	383,975.00	100,027.48	439,188.60	55,213.60CR	26%	114%
	TOTAL EXPENDITURES	922,914.00	223,416.41	757,173.46	165,740.54	24%	82%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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J O M F U N D

269-320000	J.O.M. BEGINNING BALANCE	78,130.00CR	0.00	0.00	78,130.00CR	0%	0%
269-415000	INVESTMENT EARNINGS	1,100.00CR	185.07CR	1,382.03CR	282.03	17%	126%
269-445900	FEDERAL ASSISTANCE	49,319.00CR	0.00	49,318.84CR	0.16CR	0%	100%

TOTAL REVENUE	128,549.00CR	185.07CR	50,700.87CR	77,848.13CR	0%	39%
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269-512310	CULTURAL ENRICHMENT	0.00	596.34	596.34 (	596.34)	0%	0%
269-512390	J.O.M. SUMMER SCHOOL	0.00	0.00	0.00	0.00	0%	0%
269-512410	CULTURAL SUPPLIES/MATERIALS	0.00	783.30	3,782.46 (	3,782.46)	0%	0%
269-515110	CERTIFIED SALARIES - ASP - S/S	15,000.00	2,824.50	9,201.32	5,798.68	19%	61%
269-515111	JOM COORDINATOR	0.00	0.00	0.00	0.00	0%	0%
269-515115	CLASSIFIED SALARIES	0.00	6,056.34	6,056.34 (	6,056.34)	0%	0%
269-515210	LIFE INS BENEFIT	0.00	25.51	35.96 (	35.96)	0%	0%
269-515220	EMPLOYER FICA	1,148.00	674.27	1,146.65	1.35	59%	100%
269-515230	HEALTH INSURANCE - JOM	0.00	2,554.64	3,733.95 (	3,733.95)	0%	0%
269-515270	WORKERS COMP	57.00	76.91	195.67 (	138.67)	135%	343%
269-515280	UNUSED SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
269-515290	PERSI	1,791.00	918.01	1,679.42	111.58	51%	94%
269-515300	PURCHASE SERVICES	0.00	0.00	2,310.00 (	2,310.00)	0%	0%
269-515310	CULTURAL ENRICHMENT SERVICES	50,861.00	1,753.42	4,396.12	46,464.88	3%	9%
269-515410	JOM CULTURAL SUPPLIES	59,692.00	0.00	12,956.97	46,735.03	0%	22%

TOTAL EXPENDITURES	128,549.00	16,263.24	46,091.20	82,457.80	13%	36%
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T I T L E I I A I M P V T E A C H Q U A L I T Y

271-320000	ESTIMATED BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
271-445900	FEDERAL TITLE II-A REVENUE	42,610.00CR	496.86CR	42,609.67CR	0.33CR	1%	100%

TOTAL REVENUE	42,610.00CR	496.86CR	42,609.67CR	0.33CR	1%	100%
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271-621110	STAFF DEVELOPMENT SALARIES	19,567.00	112.82	17,906.65	1,660.35	1%	92%
271-621210	STAFF DEVELOPMENT LIFE INS.	0.00	6.64	44.08 (	44.08)	0%	0%
271-621220	STAFF DEVELOP. FICA BENEFIT	1,497.00	7.63	1,356.79	140.21	1%	91%
271-621230	HEALTH INSURANCE - II-A	0.00	315.63	2,771.19 (	2,771.19)	0%	0%
271-621270	WORKERS COMPENSATION	58.00	9.85	143.91 (	85.91)	17%	248%
271-621280	STAFF DEVELOP. SICK LEAVE	0.00	0.00	0.00	0.00	0%	0%
271-621290	STAFF DEVELOP. PERSI BENEFIT	2,336.00	44.29	2,168.95	167.05	2%	93%
271-621310	STAFF DEVELOPMENT	10,650.00	0.00	10,649.18	0.82	0%	100%
271-621380	TITLE II STAFF TRAVEL	8,502.00	0.00	7,568.92	933.08	0%	89%
271-621410	STAFF DEVELOPMENT SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
271-920800	INDIRECT COST--TITLE II-A	0.00	0.00	0.00	0.00	0%	0%

TOTAL EXPENDITURES	42,610.00	496.86	42,609.67	0.33	1%	100%
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21st CENTURY COMMUNITY LEARNING CENTER

273-445900	21ST CENTURY FEDERAL REVENUE	125,096.00CR	55,223.62CR	142,309.00CR	17,213.00	44%	114%
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TOTAL REVENUE	125,096.00CR	55,223.62CR	142,309.00CR	17,213.00	44%	114%
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273-512100	SALARIES - DIRECTOR - 21ST CLCC	44,000.00	9,963.98	45,963.98 (	1,963.98)	23%	104%
273-512110	SALARIES - CERTIFIED - 21ST CLCC	34,907.00	10,095.72	21,459.10	13,447.90	29%	61%
273-512115	SALARIES - N/C - 21ST CLCC	13,639.00	14,033.30	37,260.01 (	23,621.01)	103%	273%
273-512200	FRINGE - 21ST CLCC	7,291.00	0.00	0.00	7,291.00	0%	0%
273-512210	LIFE - 21ST CLCC	96.00	43.55	130.02 (	34.02)	45%	135%
273-512220	FICA - 21ST CLCC	7,638.00	2,589.44	7,957.95 (	319.95)	34%	104%
273-512230	HEALTH INS - 21ST CLCC	0.00	3,011.60	9,625.97 (	9,625.97)	0%	0%
273-512270	WORKERS COMP - 21ST CLCC	382.00	254.56	805.12 (	423.12)	67%	211%
273-512280	UUSL - 21ST CLCC	0.00	0.00	0.00	0.00	0%	0%
273-512290	PERSI - 21ST CLCC	11,921.00	3,300.02	9,579.22	2,341.78	28%	80%
273-512300	PURCHASED SERVICES - 21ST CLCC	3,994.00	0.00	8,583.50 (	4,589.50)	0%	215%
273-512400	SUPPLIES - 21ST CLCC	1,228.00	176.88	944.13	283.87	14%	77%
273-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%

TOTAL EXPENDITURES	125,096.00	43,469.05	142,309.00	17,213.00CR	35%	114%
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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
G E A R - U P G R A N T							
278-320000	GEAR-UP BEGINNING BALANCE	0.00	0.00	0.00	0.00	0%	0%
278-419900	OTHER LOCAL REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-431900	GEAR UP - OTHER STATE REVENUE	0.00	0.00	0.00	0.00	0%	0%
278-445000	GEAR-UP GRANT REVENUE	24,748.00CR	7,812.24CR	24,766.54CR	18.54	32%	100%
	TOTAL REVENUE	24,748.00CR	7,812.24CR	24,766.54CR	18.54	32%	100%
278-515110	GEAR UP CERT. SALARIES	0.00	0.00	0.00	0.00	0%	0%
278-515115	GEAR UP SALARIES	15,236.00	3,640.63	15,441.07 (	205.07)	24%	101%
278-515200	FRINGE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515210	LIFE INSURANCE BENEFIT	48.00	12.39	48.21 (	0.21)	26%	100%
278-515220	EMPLOYER FICA	1,166.00	278.53	1,181.32 (	15.32)	24%	101%
278-515230	HEALTH INSURANCE - GEAR UP	5,433.00	1,397.91	5,438.19 (	5.19)	26%	100%
278-515270	WORKER'S COMPENSATION	58.00	26.65	118.71 (	60.71)	46%	205%
278-515280	SICK LEAVE BENEFIT	0.00	0.00	0.00	0.00	0%	0%
278-515290	PERSI BENEFIT	1,819.00	417.04	1,826.03 (	7.03)	23%	100%
278-515380	STUDENT TRAVEL	0.00	0.00	0.00	0.00	0%	0%
278-515410	GEAR UP SUPPLIES	988.00	0.00	0.00	988.00	0%	0%
278-621310	STAFF CONFERENCE/TRAINING	0.00	0.00	0.00	0.00	0%	0%
278-621380	STAFF TRAVEL	0.00	0.00	713.01 (	713.01)	0%	0%
278-920800	TRANSFER TO OTHER FUNDS	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	24,748.00	5,773.15	24,766.54	18.54CR	23%	100%
CORONAVIRUS RELIEF FUND							
284-445900	CORONAVIRUS RELIEF FUND REVENUE	83,103.00CR	0.00	78,911.46CR	4,191.54CR	0%	95%
	TOTAL REVENUE	83,103.00CR	0.00	78,911.46CR	4,191.54CR	0%	95%
284-512110	CVR ELEM SALARIES - CERTIFIED	21,000.00	0.00	21,000.00	0.00	0%	100%
284-512115	CVR ELEM SALARIES - CLASSIFIED	17,306.00	0.00	17,305.78	0.22	0%	100%
284-512200	CVR ELEM - BENEFITS	6,570.00	0.00	7,425.60 (	855.60)	0%	113%
284-515110	CVR HS SALARIES - CERTIFIED	20,000.00	0.00	20,000.00	0.00	0%	100%
284-515115	CVR HS SALARIES - CLASSIFIED	6,000.00	0.00	6,000.00	0.00	0%	100%
284-515200	CVR MHS BENEFITS	6,570.00	0.00	5,171.91	1,398.09	0%	79%
284-621100	SALARIES - STAFF DEVELOPMENT	3,000.00	0.00	563.52	2,436.48	0%	19%
284-621200	BENEFITS - STAFF DEVELOPMENT	300.00	0.00	283.56	16.44	0%	95%
284-621300	PURCHASED SERVICES - STAFF DEVELOPMENT	2,357.00	0.00	1,161.09	1,195.91	0%	49%
284-621400	SUPPLIES - STAFF DEVELOPMENT	0.00	0.00	0.00	0.00	0%	0%
	TOTAL EXPENDITURES	83,103.00	0.00	78,911.46	4,191.54	0%	95%



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ACCT #	ACCT NAME	BUDGETED	MTD ACTIVITY	YTD ACTIVITY	BALANCE	MTD%	YTD%
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CHILD NUTRITION

290-320000	EST. BEG. BAL.--SCHOOL LUNCH	120,169.00CR	0.00	0.00 (	120,169.00)	0%	0%
290-415000	EARNINGS ON INVESTMENTS	0.00	189.06CR	1,411.84CR	1,411.84	0%	0%
290-416100	SCHOOL FOOD SERVICE	0.00	0.00	4.25CR	4.25	0%	0%
290-416200	LUNCH SALES--ALA CARTE	7,500.00CR	1,795.27CR	8,563.66CR	1,063.66	24%	114%
290-419900	OTHER REVENUE	0.00	0.00	0.00	0.00	0%	0%
290-445500	NSLP - LUNCH REVENUE	314,000.00CR	48,088.37CR	350,716.70CR	36,716.70	15%	112%
290-445501	FEDERAL SUPPORT--COMMODITIES	13,000.00CR	0.00	0.00	13,000.00CR	0%	0%
290-445502	NSLP - SUMMER LUNCH REVENUE	35,000.00CR	0.00	16,776.31CR	18,223.69CR	0%	48%
290-445503	NSLP - BREAKFAST REVENUE	70,000.00CR	17,348.54CR	109,258.33CR	39,258.33	25%	156%
290-445504	NSLP - SNACK REVENUE	2,000.00CR	0.00	0.00	2,000.00CR	0%	0%
290-445505	FRESH FRUIT VEGETABLE GRANT INCOME	16,000.00CR	2,805.02CR	21,773.39CR	5,773.39	18%	136%
290-460000	INTERFUND TRANSFER	0.00	0.00	0.00	0.00	0%	0%
TOTAL REVENUE		577,669.00CR	70,226.26CR	508,504.48CR	69,164.52CR	12%	88%

290-710115	FOOD SERVICE SALARIES--REGULAR	161,988.00	44,439.37	175,283.30 (	13,295.30)	27%	108%
290-710116	FFVP PREP SALARIES	2,500.00	348.15	4,154.70 (	1,654.70)	14%	166%
290-710117	FFVP ADMIN SALARIES	1,500.00	194.74	494.34	1,005.66	13%	33%
290-710200	FRINGE BENEFITS-FOOD SERVICES	4,938.00	1,234.50	4,938.00	0.00	25%	100%
290-710210	LIFE/EMP. ASSIST. PLAN	576.00	146.97	565.94	10.06	26%	98%
290-710220	EMPLOYER FICA	0.00	4.28CR	0.00	0.00	0%	0%
290-710230	HEALTH INSURANCE - FOOD SERVICE	52,294.00	13,867.93	53,525.79 (	1,231.79)	27%	102%
290-710270	WORKER'S COMPENSATION	1,460.00	1,882.21	8,493.86 (	7,033.86)	129%	582%
290-710280	SICK LEAVE RETIRE.	0.00	0.00	0.00	0.00	0%	0%
290-710290	PERSI BENEFIT	20,170.00	5,271.41	21,762.62 (	1,592.62)	26%	108%
290-710310	FOOD SERVICE - PURCHASED SERVICES	1,500.00	284.10	897.32	602.68	19%	60%
290-710315	FFVP PURCHASED SERVICES	0.00	0.00	0.00	0.00	0%	0%
290-710410	FOOD SERVICE--NON-FOOD SUPPLIES	9,000.00	1,749.71	23,942.31 (	14,942.31)	19%	266%
290-710411	FOOD SERVICE--FOOD SUPPLIES	285,743.00	22,554.01	225,812.83	59,930.17	8%	79%
290-710412	FOOD SERVICE--MILK	22,000.00	2,232.08	21,855.43	144.57	10%	99%
290-710413	FOOD SERVICE--COMMODITIES	14,000.00	0.00	0.00	14,000.00	0%	0%
290-710415	FFVP FOOD SUPPLIES	0.00	0.00	0.00	0.00	0%	0%
290-710416	FFVP SUPPLIES & MATERIALS	0.00	0.00	0.00	0.00	0%	0%
290-710550	FOOD SERVICE EQUIPMENT	0.00	0.00	0.00	0.00	0%	0%
TOTAL EXPENDITURES		577,669.00	94,200.90	541,726.44	35,942.56	16%	94%

BOND INT./REDEMP. FUND

310-320000	BIRF BEGINNING BALANCE	40,000.00CR	0.00	0.00 (	40,000.00)	0%	0%
310-412510	BIRF LEVY TAXES-NEZPERCE COUNTY	208,376.00CR	59,851.18CR	209,364.05CR	988.05	29%	100%
310-415000	INVESTMENT EARNINGS	800.00CR	288.60CR	2,155.14CR	1,355.14	36%	269%
310-419900	REVENUE--SAVINGS FROM BOND REFI	0.00	0.00	0.00	0.00	0%	0%
310-438000	REVENUE IN LIEU OF PROPERTY TAX	0.00	0.00	0.00	0.00	0%	0%
310-439000	STATE BOND GUARANTY REV.	45,000.00CR	0.00	72,963.80CR	27,963.80	0%	162%
TOTAL REVENUE		294,176.00CR	60,139.78CR	284,482.99CR	9,693.01CR	20%	97%

310-911610	BIRF PRINCIPAL	260,000.00	0.00	260,000.00	0.00	0%	100%
310-912620	BIRF INTEREST	33,676.00	0.00	20,400.00	13,276.00	0%	61%
310-912621	BIRF FEES	500.00	0.00	550.00 (	50.00)	0%	110%
TOTAL EXPENDITURES		294,176.00	0.00	280,950.00	13,226.00	0%	96%

BUS DEPRECIATION

421-320000	BEGINNING BALANCE	110,530.00CR	0.00	0.00	110,530.00CR	0%	0%
421-431200	TRANSPORTATION DEPRECIATION REV	0.00	0.00	0.00	0.00	0%	0%
421-460000	TRANSFER FROM GENERAL FUND	44,711.00CR	0.00	46,535.00CR	1,824.00	0%	104%
TOTAL REVENUE		155,241.00CR	0.00	46,535.00CR	108,706.00CR	0%	30%
421-681500	BUS PURCHASE	155,241.00	0.00	67,026.00	88,215.00	0%	43%
TOTAL EXPENDITURES		155,241.00	0.00	67,026.00	88,215.00	0%	43%



STUDENT ACTIVITY FUND							
238-320000	BEGINNING BALANCE - BUDGET	85,000.00CR	0.00	0.00	85,000.00CR	0%	0%
238-417900	OTHER STUDENT REVENUES	120,000.00CR	179,385.74CR	179,385.74CR	59,385.74	149%	149%
	TOTAL REVENUE	205,000.00CR	179,385.74CR	179,385.74CR	25,614.26CR	88%	88%
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238-740300	STUDENT ACTIVITY EXPENDITURES	205,000.00	175,747.67	175,747.67	29,252.33	86%	86%
	TOTAL EXPENDITURES	205,000.00	175,747.67	175,747.67	29,252.33	86%	86%
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SCHOLARSHIP FUND							
710-320000	BEGINNING BALANCE - BUDGET	18,000.00CR	0.00	0.00	18,000.00CR	0%	0%
710-419900	OTHER LOCAL REVENUE - SCHOLARSHIP FUND	7,000.00CR	100.00CR	100.00CR	6,900.00CR	1%	1%
710-415000	INTEREST EARNINGS	0.00	58.74CR	438.75CR	438.75	0%	0%
	TOTAL REVENUE	25,000.00CR	158.74CR	538.75CR	24,461.25CR	1%	2%
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710-740300	SCHOLARSHIPS AWARDED	25,000.00	0.00	3,100.00	21,900.00	0%	12%
	TOTAL EXPENDITURES	25,000.00	0.00	3,100.00	21,900.00	0%	12%
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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
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GENERAL FUND

100-111100	CASH IN BANK—GENERAL FUND	172,780.79CR	856,079.98	683,299.19
100-111109	PAYROLL CHECKING	0.00	0.00	0.00
100-111300	PETTY CASH	0.00	0.00	0.00
100-112100	INVESTMENTS—LGIP #1037	2,005,190.91	1,092,947.31CR	912,243.60
100-113100	TAXES RECEIVABLE	2,503.70	17,565.94	20,069.64
100-114100	STATE SUPPORT RECEIVABLE	0.00	151,733.94	151,733.94
100-114200	RECEIVABLE	1,859.10CR	9,017.85	7,158.75
100-114230	INTERFUND RECEIVABLE	0.00	0.00	0.00

TOTAL ASSETS	1,833,054.72	58,549.60CR	1,774,505.12
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100-211200	INTERFUND PAYABLE	0.00	0.00	0.00
100-213000	ACCOUNTS PAYABLE	0.00	52,133.67CR	52,133.67CR
100-217100	SALARIES PAYABLE	0.00	691,955.33CR	691,955.33CR
100-217200	BENEFITS PAYABLE	0.00	217,076.32CR	217,076.32CR
100-218350	SALES TAX PAYABLE - IDAHO	260.23CR	108.83CR	369.06CR
100-218351	WORKERS COMPENSATION PAYABLE	23,288.03CR	6,646.20CR	29,934.23CR
100-221100	DEFERRED REVENUES	3,294.86CR	709.91CR	4,004.77CR
100-320200	FUND BALANCE - GENERAL FUND	1,806,211.60CR	1,027,179.86	779,031.74CR

TOTAL LIABILITIES & FUND BALANCE	1,833,054.72CR	58,549.60	1,774,505.12CR
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GRANTS - NEZ PERCE TRIBE & OTHERS

232-111100	CASH IN BANK—NPT GRANTS & OTHERS	45,995.40	6,474.03CR	39,521.37
232-112100	LGIP	52,816.14	210.07	53,026.21
232-114100	REVENUE RECEIVABLE	0.00	500.00	500.00
232-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00

TOTAL ASSETS	98,811.54	5,763.96CR	93,047.58
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232-217100	SALARIES PAYABLE	0.00	1,032.89CR	1,032.89CR
232-217200	BENEFITS PAYABLE	0.00	77.30CR	77.30CR
232-213000	ACCOUNTS PAYABLE	0.00	1,283.76CR	1,283.76CR
232-320200	FUND BALANCE - FUND 232	98,811.54CR	8,157.91	90,653.63CR

TOTAL LIABILITIES & FUND BALANCE	98,811.54CR	5,763.96	93,047.58CR
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NEZPERCE TRIBE JOB SKILLS

235-111100	CASH IN BANK—NEZPERCE SPEC. SERV.	7,123.17	1,237.78CR	5,885.39
235-114100	REVENUE RECEIVABLE	0.00	0.00	0.00

TOTAL ASSETS	7,123.17	1,237.78CR	5,885.39
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235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
235-217100	SALARIES PAYABLE	0.00	0.00	0.00
235-217200	BENEFITS PAYABLE	0.00	0.00	0.00
235-320200	FUND BALANCE- NEZPERCE TRIBE JOB SKILLS	7,123.17CR	1,237.78	5,885.39CR

TOTAL LIABILITIES & FUND BALANCE	7,123.17CR	1,237.78	5,885.39CR
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STATE VOCATIONAL

243-111100	CASH IN BANK—STATE VOC ED.	6,221.05	1,768.82CR	4,452.23
243-114100	SUPPORT RECEIVABLE	0.00	0.00	0.00
243-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00

TOTAL ASSETS	6,221.05	1,768.82CR	4,452.23
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243-211200	INTERFUND PAYABLES	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	4,452.23CR	4,452.23CR
243-217100	SALARIES PAYABLE	0.00	0.00	0.00
243-217200	BENEFITS PAYABLE	0.00	0.00	0.00
243-320200	FUND BALANCE - FUND 243	6,221.05CR	6,221.05	0.00

TOTAL LIABILITIES & FUND BALANCE	6,221.05CR	1,768.82	4,452.23CR
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ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ARPA - ESSERF III				
250-111100	CASH - ESSERF III	0.00	67,390.00CR	67,390.00CR
250-114100	ACCOUNTS RECEIVABLE - ESSERF III	0.00	261,460.18	261,460.18
	TOTAL ASSETS	0.00	194,070.18	194,070.18
250-213000 ACCOUNTS PAYABLE - ESSERF III				
250-217100	SALARIES PAYABLE	0.00	0.00	0.00
250-217200	BENEFITS PAYABLE	0.00	28,295.95CR	28,295.95CR
250-221000	DEFERRED REVENUE	0.00	10,511.59CR	10,511.59CR
250-320200	FUND BALANCE - ESSERF III	0.00	155,262.64CR	155,262.64CR
	TOTAL LIABILITIES & FUND BALANCE	0.00	194,070.18CR	194,070.18CR
CHAPTER I FUND				
251-111100	CASH IN BANK--TITLE I	0.00	17,149.71CR	17,149.71CR
251-114100	ASSISTANCE REC'BL--CHAPTER I	0.00	140,707.95	140,707.95
251-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	123,558.24	123,558.24
251-211200 INTERFUND PAYABLES				
251-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
251-217100	CONTRACTS PAYABLE--CHAPTER I	0.00	226.25CR	226.25CR
251-217200	BENEFITS PAYABLE	0.00	26,475.64CR	26,475.64CR
251-221000	DEFERRED REVENUE	0.00	12,566.91CR	12,566.91CR
251-320200	FUND BALANCE - FUND 251	0.00	84,289.44CR	84,289.44CR
	TOTAL LIABILITIES & FUND BALANCE	0.00	123,558.24CR	123,558.24CR
CARES - ESSERF I				
252-111100	CASH - ESSER	0.00	0.00	0.00
252-114100	RECEIVABLE - ESSER	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
252-213000 ACCOUNTS PAYABLE - ESSER				
252-221000	DEFERRED REVENUE	0.00	0.00	0.00
252-320200	FUND BALANCE - ESSER	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00
CRRSA - ESSERF II				
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
254-114100	RECEIVABLE - ESSERF II	0.00	0.00	0.00
	TOTAL ASSETS	0.00	0.00	0.00
254-213000 ACCOUNTS PAYABLE - ESSERF II				
254-217100	SALARIES PAYABLE	0.00	0.00	0.00
254-217200	BENEFITS PAYABLE	0.00	0.00	0.00
254-221000	DEFERRED REVENUE	0.00	0.00	0.00
254-320200	FUND BALANCE - ESSERF II	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	0.00	0.00



ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
PART B FUND				
257-111100	CASH IN BANK-- PART B	0.00	8,568.02CR	8,568.02CR
257-114100	REVENUE RECEIVABLE	0.00	30,903.86	30,903.86
257-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	22,335.84	22,335.84
257-211200	INTERFUND PAYABLES	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
257-217100	CONTRACTS PAYABLE	0.00	14,124.50CR	14,124.50CR
257-217200	BENEFITS PAYABLE	0.00	8,211.34CR	8,211.34CR
257-320200	FUND BALANCE - FUND 257	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	22,335.84CR	22,335.84CR
PART B PRESCHOOL				
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	736.92CR	736.92CR
258-114100	ASSISTANCE RECEIVABLE	0.00	1,231.24	1,231.24
	TOTAL ASSETS	0.00	494.32	494.32
258-211200	INTERFUND PAYABLES	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
258-217100	PART B PRESCHOOL SALARIES PAYABLE	0.00	413.10CR	413.10CR
258-217200	PART B PRESCHOOL BENEFITS PAYABLE	0.00	81.22CR	81.22CR
258-320200	FUND BALANCE - FUND 258	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	494.32CR	494.32CR
MEDICAID FUND				
260-111100	CASH - MEDICAID FUND	176,429.80	329,702.10CR	153,272.30CR
260-111500	MEDICAID TRUST ACCOUNT	23,831.43	33,358.14	57,189.57
260-113100	MEDICAID RECEIVABLE	0.00	96,082.73	96,082.73
	TOTAL ASSETS	200,261.23	200,261.23CR	0.00
260-211200	INTERFUND PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
260-320200	FUND BALANCE - MEDICAID FUND	200,261.23CR	200,261.23	0.00
	TOTAL LIABILITIES & FUND BALANCE	200,261.23CR	200,261.23	0.00
TITLE IV-A ESSA STUDENT SUPPORT				
261-111100	TITLE IV-A CASH	0.00	3,053.86CR	3,053.86CR
261-114200	TITLE IV-A RECEIVABLE	0.00	5,717.98	5,717.98
	TOTAL ASSETS	0.00	2,664.12	2,664.12
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
261-217100	SALARIES PAYABLE	0.00	2,227.70CR	2,227.70CR
261-217200	BENEFITS PAYABLE	0.00	436.42CR	436.42CR
261-221000	DEFERRED REVENUE	0.00	0.00	0.00
261-320200	FUND BALANCE - TITLE IV-A	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,664.12CR	2,664.12CR



ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
REAP				
262-111100	CASH IN BANK--REAP GRANT	0.00	3,500.60	3,500.60
262-114100	ASSISTANCE RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	0.00	3,500.60	3,500.60
262-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
262-217100	SALARIES PAYABLE	0.00	2,325.00CR	2,325.00CR
262-217200	BENEFITS PAYABLE	0.00	1,175.60CR	1,175.60CR
262-320200	FUND BALANCE - REAP	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	3,500.60CR	3,500.60CR
T I T L E VI-A INDIAN EDUCATION				
267-111100	CASH IN BANK--TITLE VI-A	0.00	3,000.55CR	3,000.55CR
267-114100	REVENUE RECEIVABLE -- TITLE VI-A	0.00	148,608.46	148,608.46
	TOTAL ASSETS	0.00	145,607.91	145,607.91
267-211200	INTERFUND PAYABLE	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	36,583.11CR	36,583.11CR
267-217100	CONTRACTS PAYABLE--TITLE VI-A	0.00	86,226.88CR	86,226.88CR
267-217200	BENEFITS PAYABLE - TITLE-VI-A	0.00	22,797.92CR	22,797.92CR
267-320200	FUND BALANCE - TITLE VI-A	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	145,607.91CR	145,607.91CR
J O M F U N D				
269-111100	CASH IN BANK--JOM	47,471.30	7,480.07CR	39,991.23
269-112100	INVESTMENTS - LGIP #2714	46,530.73	185.07	46,715.80
269-114100	ASSISTANCE REC' BL--JOM	0.00	0.00	0.00
269-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
	TOTAL ASSETS	94,002.03	7,295.00CR	86,707.03
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	429.98CR	429.98CR
269-217100	CONTRACTS PAYABLE--JOM	0.00	5,835.66CR	5,835.66CR
269-217200	BENEFITS PAYABLE	0.00	2,517.53CR	2,517.53CR
269-320200	FUND BALANCE - JOM	94,002.03CR	16,078.17	77,923.86CR
	TOTAL LIABILITIES & FUND BALANCE	94,002.03CR	7,295.00	86,707.03CR
T I T L E IIA IMPV TEACH QUALITY				
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,929.21	1,929.21
271-114000	RECEIVABLE--TITLE II	0.00	496.86	496.86
	TOTAL ASSETS	0.00	2,426.07	2,426.07
271-211200	INTERFUND PAYABLE	0.00	0.00	0.00
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
271-217100	SALARIES PAYABLE	0.00	1,910.75CR	1,910.75CR
271-217200	BENEFITS PAYABLE	0.00	515.32CR	515.32CR
271-221000	DEFERRED REVENUE	0.00	0.00	0.00
271-320200	FUND BALANCE - TITLE II-A	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	2,426.07CR	2,426.07CR



ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
21st CENTURY COMMUNITY LEARNING CENTER				
273-111100	CASH - 21ST CENTURY LEARNING CENTER	11,754.57CR	9,376.30CR	21,130.87CR
273-114000	RECEIVABLE - 21ST CENTURY LEARNING CENT	0.00	55,223.62	55,223.62
	TOTAL ASSETS	11,754.57CR	45,847.32	34,092.75
273-211200	INTERFUND PAYABLE	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	176.88CR	176.88CR
273-217100	SALARIES PAYABLE	0.00	26,962.75CR	26,962.75CR
273-217200	BENEFITS PAYABLE	0.00	6,953.12CR	6,953.12CR
273-221000	DEFERRED REVENUE	0.00	0.00	0.00
273-320200	FUND BALANCE - 21ST CENTURY LEARNING CE	11,754.57	11,754.57CR	0.00
	TOTAL LIABILITIES & FUND BALANCE	11,754.57	45,847.32CR	34,092.75CR
G E A R - U P G R A N T				
278-111100	CASH IN BANK—GEAR-UP GRANT	2,039.09CR	1,681.85CR	3,720.94CR
278-114000	REVENUE RECEIVABLE	0.00	7,812.24	7,812.24
	TOTAL ASSETS	2,039.09CR	6,130.39	4,091.30
278-211200	INTERFUND PAYABLE	0.00	0.00	0.00
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
278-217100	SALARIES PAYABLE	0.00	2,638.00CR	2,638.00CR
278-217200	BENEFITS PAYABLE	0.00	1,453.30CR	1,453.30CR
278-221000	DEFERRED REVENUE	0.00	0.00	0.00
278-320200	FUND BALANCE - GEAR UP GRANT	2,039.09	2,039.09CR	0.00
	TOTAL LIABILITIES & FUND BALANCE	2,039.09	6,130.39CR	4,091.30CR
CORONAVIRUS RELIEF FUND				
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
284-114100	REVENUE RECEIVABLE	0.00	6,041.53	6,041.53
	TOTAL ASSETS	0.00	6,041.53	6,041.53
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-217100	SALARIES PAYABLE	0.00	0.00	0.00
284-217200	BENEFITS PAYABLE	0.00	0.00	0.00
284-221000	DEFERRED REVENUE	0.00	6,041.53CR	6,041.53CR
284-320200	FUND BALANCE - CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
	TOTAL LIABILITIES & FUND BALANCE	0.00	6,041.53CR	6,041.53CR
C H I L D N U T R I T I O N				
290-111100	CASH IN BANK -- FOOD SERVICE	63,357.58	22,258.72	85,616.30
290-112100	LGIP	47,534.54	189.06	47,723.60
290-111300	PETTY CASH	30.00	0.00	30.00
290-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
290-114500	REVENUE RECEIVABLE	0.00	439.15	439.15
	TOTAL ASSETS	110,922.12	22,886.93	133,809.05
290-211200	INTERFUND PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-217100	FOOD SERVICE SALARIES PAYABLE	0.00	32,482.17CR	32,482.17CR
290-217200	BENEFITS PAYABLE	0.00	14,379.40CR	14,379.40CR
290-221000	DEFERRED REVENUE	0.00	0.00	0.00
290-320200	FUND BALANCE - CHILD NUTRITION	110,922.12CR	23,974.64	86,947.48CR
	TOTAL LIABILITIES & FUND BALANCE	110,922.12CR	22,886.93CR	133,809.05CR



B O N D I N T./R E D E M P. F U N D

310-111100	CASH IN BANK--BOND INT./REDEMP. FD	18,940.51CR	3,154.07	15,786.44CR
310-112100	INVESTMENTS--BIR FUND #2770	72,560.24	288.60	72,848.84
310-113100	TAXES RECEIVABLE--NEZ PERCE CO.	14,443.43	55,384.11	69,827.54
310-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
310-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
TOTAL ASSETS		68,063.16	58,826.78	126,889.94

310-211200	INTERFUND PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-216100	BONDS PAYABLE	0.00	0.00	0.00
310-221000	DEFERRED REVENUES--NEZ PERCE CO.	14,139.61CR	1,313.00	12,826.61CR
310-320200	FUND BALANCE - BOND REDEMPTION FUND	53,923.55CR	60,139.78CR	114,063.33CR
TOTAL LIABILITIES & FUND BALANCE		68,063.16CR	58,826.78CR	126,889.94CR

B U S D E P R E C I A T I O N

421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
421-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
421-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
421-114200	INTERFUND RECEIVABLE	0.00	0.00	0.00
TOTAL ASSETS		67,277.00	0.00	67,277.00

421-211200	INTERFUND PAYABLE	0.00	0.00	0.00
421-213000	ACCOUNTS PAYABLE--BUS DEP	0.00	0.00	0.00
421-320200	FUND BALANCE - BUS DEPRECIATION	67,277.00CR	0.00	67,277.00CR
TOTAL LIABILITIES & FUND BALANCE		67,277.00CR	0.00	67,277.00CR

S C H O L A R S H I P F U N D

710-111100	CASH IN BANK -- SCHOLARSHIP FUND	3,100.00CR	100.00	3,000.00CR
710-112010	INV-- T.HIGHEAGLE-JOHNSON #1209	1,074.03	4.27	1,078.30
710-112015	INVESTMENTS -- MICHAEL BISBEE III #1502	2,928.94	11.65	2,940.59
710-112020	INVESTMENTS -- D HIGHEAGLE #1208	1,476.59	5.87	1,482.46
710-112025	INVESTMENTS--GENERAL SCHOLARSHIP #1503	674.31	2.68	676.99
710-112030	INVESTMENTS -- M. PATTERSON #1210	0.00	0.00	0.00
710-112040	INVESTMENTS--JEFF WILSON #2713	609.45	2.42	611.87
710-112050	INVESTMENTS--G. LEIGHTON #2715	5,626.10	22.38	5,648.48
710-112060	INVESTMENTS--ALEC REUBEN #3119	1,592.11	6.33	1,598.44
710-112075	LGIP - HELEN COLEMAN #1269	789.40	3.14	792.54
710-114000	REVENUE RECEIVABLE	0.00	0.00	0.00
710-114101	INTEREST RECEIVABLE	0.00	0.00	0.00
TOTAL ASSETS		11,670.93	158.74	11,829.67

710-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
710-223210	T HIGHEAGLE-JOHNSON SCHOLARSHIP	0.00	0.00	0.00
710-223215	MICHAEL BISBEE III FUND	0.00	0.00	0.00
710-223220	FUND BALANCE - DAN HIGHEAGLE SCHOLARSHI	0.00	0.00	0.00
710-223230	FUND BALANCE - MARK PATTERSON SCHOLARSH	0.00	0.00	0.00
710-223240	F / B - JEFF WILSON MEMORIAL SCHOLARSHI	0.00	0.00	0.00
710-223250	FUND BALANCE - GARRET LEIGHTON MEMORIAL	0.00	0.00	0.00
710-223260	FUND BALANCE - ALEC REUBEN SCHOLARSHIP	0.00	0.00	0.00
710-223275	FUND BALANCE - HELEN COLEMAN FUND	0.00	0.00	0.00
710-223280	FUND BALANCE - JIM MCCORMACK SCHOLARSHI	0.00	0.00	0.00
710-223300	FUND BALANCE - GENERAL SCHOLARSHIP	0.00	0.00	0.00
710-320200	FUND BALANCE - SCHOLARSHIP FUND	11,670.93CR	158.74CR	11,829.67CR
TOTAL LIABILITIES & FUND BALANCE		11,670.93CR	158.74CR	11,829.67CR



(Rprt: 01 - MAINBdgt Prep: 33/Prop Budget; Dates: 00/00/00-06/30/23; PRINT: 08/02/23 1:47:59 PM)

ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ACCOUNTS PAYABLE				
100-213000	ACCOUNTS PAYABLE	0.00	52,133.67CR	52,133.67CR
232-213000	ACCOUNTS PAYABLE	0.00	1,283.76CR	1,283.76CR
235-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
243-213000	ACCOUNTS PAYABLE	0.00	4,452.23CR	4,452.23CR
250-213000	ACCOUNTS PAYABLE - ESSERF III	0.00	0.00	0.00
251-213000	ACCOUNTS PAYABLE	0.00	226.25CR	226.25CR
252-213000	ACCOUNTS PAYABLE - ESSER	0.00	0.00	0.00
254-213000	ACCOUNTS PAYABLE - ESSERF II	0.00	0.00	0.00
257-213000	ACCOUNTS PAYABLE-- PART B	0.00	0.00	0.00
258-213000	PART B PRESCHOOL ACCOUNTS PAYABLE	0.00	0.00	0.00
260-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
261-213000	ACCOUNTS PAYABLE - TITLE IV-A	0.00	0.00	0.00
267-213000	ACCOUNTS PAYABLE--TITLE VI-A	0.00	36,583.11CR	36,583.11CR
269-213000	ACCOUNTS PAYABLE -- J O M	0.00	429.98CR	429.98CR
271-213000	ACCOUNTS PAYABLE--TITLE II	0.00	0.00	0.00
273-213000	ACCOUNTS PAYABLE - 21ST CLCC	0.00	176.88CR	176.88CR
278-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
284-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
290-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
310-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
ACCOUNTS PAYABLE		0.00	95,285.88CR	95,285.88CR

## C A S H I N B A N K

100-111100	CASH IN BANK--GENERAL FUND	172,780.79CR	856,079.98	683,299.19
232-111100	CASH IN BANK-NPT GRANTS & OTHERS	45,995.40	6,474.03CR	39,521.37
235-111100	CASH IN BANK--NEZPERCE SPEC. SERV.	7,123.17	1,237.78CR	5,885.39
243-111100	CASH IN BANK--STATE VOC ED.	6,221.05	1,768.82CR	4,452.23
246-111100	CASH IN BANK--DRUG FREE YTH	0.00	0.00	0.00
250-111100	CASH - ESSERF III	0.00	67,390.00CR	67,390.00CR
251-111100	CASH IN BANK--TITLE I	0.00	17,149.71CR	17,149.71CR
252-111100	CASH - ESSER	0.00	0.00	0.00
254-111100	CASH - ESSERF II FUND	0.00	0.00	0.00
257-111100	CASH IN BANK-- PART B	0.00	8,568.02CR	8,568.02CR
258-111100	CASH IN BANK -- PART B PRE-SCHOOL	0.00	736.92CR	736.92CR
259-111100	CASH - ARPA IDEA PART B	0.00	0.00	0.00
260-111100	CASH - MEDICAID FUND	176,429.80	329,702.10CR	153,272.30CR
261-111100	TITLE IV-A CASH	0.00	3,053.86CR	3,053.86CR
262-111100	CASH IN BANK--REAP GRANT	0.00	3,500.60	3,500.60
267-111100	CASH IN BANK--TITLE VI-A	0.00	3,000.55CR	3,000.55CR
269-111100	CASH IN BANK--JOM	47,471.30	7,480.07CR	39,991.23
271-111100	CASH IN BANK--TITLE II IMPV T QUAL	0.00	1,929.21	1,929.21
273-111100	CASH - 21ST CENTURY LEARNING CENTER	11,754.57CR	9,376.30CR	21,130.87CR
278-111100	CASH IN BANK--GEAR-UP GRANT	2,039.09CR	1,681.85CR	3,720.94CR
284-111100	CASH IN BANK- CORONAVIRUS RELIEF FUND	0.00	0.00	0.00
290-111100	CASH IN BANK -- FOOD SERVICE	63,357.58	22,258.72	85,616.30
310-111100	CASH IN BANK--BOND INT./REDEMP. FD	18,940.51CR	3,154.07	15,786.44CR
421-111100	CASH IN BANK--BUS DEPRECIATION	67,277.00	0.00	67,277.00
710-111100	CASH IN BANK -- SCHOLARSHIP FUND	3,100.00CR	100.00	3,000.00CR
TOTAL CASH IN BANK		205,260.34	429,402.57	634,662.91



(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
000029	100-218351	000000	08/21/23	000000	27749714	WORKERS COMPENSATION	1	N	08-2023	56,983.00
	**SUB-TOTAL: STATE INSURANCE FUND									56,983.00
000170	100-515413	000000	08/31/23	H24037	LAP0723	ANNUAL SUBSCRIPTION 3RD MILLENNIUM C	1	N	08-2023	2,500.00
	**SUB-TOTAL: 3RD MILLENNIUM CLASSROOMS									2,500.00
001310	100-622412	000000	08/21/23	H24060	1WDD-KMRN-TYDD	LIBRARY BOOKS	1	N	08-2023	122.98
001310	100-522410	000000	08/21/23	E24056	1L67-N4VD-Y4YP	C. BONNER CLASSROOM SUPPLIES	1	N	08-2023	79.48
001310	100-522410	000000	08/21/23	E24056	16YH-6RY6-MRXM	C. BONNER CLASSROOM SUPPLIES	1	N	08-2023	140.02
001310	100-664410	000000	08/21/23	M24021	1P7N-T4R1-J143	CUSTODIAL AND MAINTENANCE SUPPLIES	1	N	08-2023	143.34
001310	100-512410	000000	08/21/23	E24050	1TD-NKJT-PFYS	CLASSROOM SUPPLIES	1	N	08-2023	117.97
001310	100-512410	000000	08/21/23	E24051	143N-74KP-GW4D	HEADPHONES	1	N	08-2023	43.99
001310	100-512412	000000	08/21/23	E24052	1WFL-VMFY-HK7F	WHITEBOARDS, TENNIS BALLS, BELLS AND	1	N	08-2023	423.26
001310	100-641410	000000	08/21/23	E24059	1Y91-NGXX-C1XT	OFFICE SUPPLIES	1	N	08-2023	348.64
001310	100-622412	000000	08/21/23	H24060	1VNJ-MPND-9DCR	LIBRARY BOOKS	1	N	08-2023	41.49
001310	100-515411	000000	08/21/23	H24041	17T6-9WTY-KL6G	A. GRUNENFELDER CLASSROOM SUPPLIES	1	N	08-2023	205.94
001310	100-622412	000000	08/21/23	H24060	1699-LCMP-VNF1	LIBRARY BOOKS	1	N	08-2023	879.02
001310	100-661410	000000	08/21/23	M24111	1NT3-V9CM-FRFN	CUSTODIAL SUPPLIES	1	N	08-2023	743.44
001310	232-515413	000000	08/21/23	H24130	1VTP-1VQN-DTGV	IDLA TEXTS	1	N	08-2023	398.72
001310	100-512410	000000	08/21/23	E24133	1M9T-WPCK-CJHY	CLASSROOM CABLES	1	N	08-2023	129.85
001310	100-641411	000000	08/21/23	H24117	1RP6-R99N-9QRD	BAND AIDS, STAMPS, FEMININE PRODUCT	1	N	08-2023	152.95
001310	100-641411	000000	08/21/23	H24117	17XK-HK6G-967N	BAND AIDS, STAMPS, FEMININE PRODUCT	1	N	08-2023	94.70
001310	100-512410	000000	08/21/23	E24106	1WJX-1XFT-THRF	MATH ACTIVITIES	1	N	08-2023	89.22
001310	250-512400	000000	08/21/23	D24094	14NY-6WN1-3X37	SPEAKERPHONE	1	N	08-2023	203.52
001310	250-515400	000000	08/21/23	D24094	14NY-6WN1-3X37	SPEAKERPHONE	1	N	08-2023	203.52
001310	267-515412	000000	08/21/23	H22122	1WFK-XQL6-44QH	OFFICE SUPPLIES	1	N	08-2023	208.18
001310	100-681425	000000	08/21/23	M24141	19TK-*4QMD-QJCW	WIPER BLADES	1	N	08-2023	575.57
	**SUB-TOTAL: AMAZON CAPITAL SERVICES, INC.									5,345.80
001570	100-515413	000000	08/09/23	H24143	DOWN PAYMENT	OUTDOOR WORK SPACE	1	N	08-2023	5,000.00
	**SUB-TOTAL: ANCHOR CONTRACTING LLC									5,000.00
001600	100-632390	000000	08/21/23	000000	83023	PROFESSIONAL LEGAL SERVICES	1	N	08-2023	39.00
001600	100-632390	000000	08/21/23	000000	82120	PREVIOUS BALANCE LEGAL SERVICES	1	N	08-2023	195.00
	**SUB-TOTAL: ANDERSON, JULIAN & HULL, LLP									234.00
002330	250-512400	000000	08/21/23	M22889	38231	PROGRESSIVE BILLING JULY 2023 AIR INT	1	N	08-2023	44,698.00
	**SUB-TOTAL: AUTOMATED LOGIC									44,698.00
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - ELEMENTARY	1	N	08-2023	2,122.91
002420	100-681319	000000	08/21/23	000000	5908020000	ELECTRIC - BUS SHOP	1	N	08-2023	118.84
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - CABINET SHOP	1	N	08-2023	25.86
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - HS TRACK	1	N	08-2023	260.26
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - HS TRACK PUMP	1	N	08-2023	327.47
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC- TRACK LIGHTS	1	N	08-2023	22.32
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - MS/HS	1	N	08-2023	4,412.15
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - SIGN	1	N	08-2023	99.03
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC- AG SHOP	1	N	08-2023	236.45
002420	100-661330	000000	08/21/23	000000	5908020000	ELECTRIC - STORAGE TECH	1	N	08-2023	70.30
	**SUB-TOTAL: AVISTA UTILITIES									7,695.59
003610	250-512200	000000	08/21/23	000000	0033158-IN	EAP 1 TO 4 VISITS	1	N	08-2023	261.45
	**SUB-TOTAL: BPA HEALTH									261.45
003660	243-515383	000000	08/21/23	H23987	IDAHO CTE MICRO MAX	LODGING CDA 07/16-07/17	1	N	08-2023	304.37
	**SUB-TOTAL: BRADLEY PETERSON									304.37
004600	100-681311	000000	08/31/23	000000	OM012749	DOT PHYSICAL AND URINALYSIS	1	N	08-2023	155.00
004600	100-681311	000000	08/31/23	000000	OM012775	DOT PHYSICAL AND URINALYSIS	1	N	08-2023	155.00
	**SUB-TOTAL: CATALYST MEDICAL GROUP, PLLC									310.00
004940	100-641323	000000	08/21/23	000000	208-843-5145 558B	PHONE LINE HS	1	N	08-2023	137.41
004940	100-641323	000000	08/21/23	000000	208-843-2925 164B	PHONE LINE ES	1	N	08-2023	140.37
004940	100-632333	000000	08/21/23	000000	208-843-7746 315B	FAX LINE DO	1	N	08-2023	64.16
004940	100-641323	000000	08/21/23	000000	208-843-5624 034B	FAX LINE HS	1	N	08-2023	57.32
004940	100-632333	000000	08/21/23	000000	208-843-5485 390B	PHONE LINE DO	1	N	08-2023	68.32
004940	100-681319	000000	08/21/23	000000	208-843-2681 309B	PHONE LINE BUS BARN	1	N	08-2023	68.51
	**SUB-TOTAL: CENTURYLINK									536.09
005400	100-661330	000000	08/21/23	000000	2188201	W/S-STORAGE TECH	1	N	08-2023	110.36
005400	100-661330	000000	08/21/23	000000	5997001	GRBGE-ES	1	N	08-2023	529.14
005400	100-681319	000000	08/21/23	000000	5998201	GRBGE-BUS BARN	1	N	08-2023	342.27
005400	100-661330	000000	08/21/23	000000	3157101	W/S/G - ART & PE BLDG	1	N	08-2023	1,174.64
005400	100-661330	000000	08/21/23	000000	3157501	W/S/G- MS/HS	1	N	08-2023	1,745.11
005400	100-661330	000000	08/21/23	000000	3307501	W/S-AG BLDG	1	N	08-2023	127.25
005400	100-661330	000000	08/21/23	000000	4314501	W/S/G-ATHLETIC FIELD	1	N	08-2023	479.85
	**SUB-TOTAL: CITY OF LAPWAI									4,508.62
005700	100-665310	000000	08/31/23	M24103	84837	IRRIGATION REPAIRS	1	N	08-2023	1,092.48
	**SUB-TOTAL: CLEARWATER SPRINKLERS, INC.									1,092.48
008060	100-512415	000000	08/21/23	E24102	17825	ART SUPPLIES	1	N	08-2023	1,304.12
008060	100-512415	000000	08/21/23	E24102	17825	ART SUPPLIES	1	N	08-2023	33.89
008060	100-512415	000000	08/21/23	E24093	17825	ART SUPPLIES	1	N	08-2023	394.83
	**SUB-TOTAL: DICK BLICK COMPANY									1,732.84
008380	100-631410	000000	08/21/23	D24064	7446	SCHOOL BOARD MEETING DINNER	1	N	08-2023	37.50
	**SUB-TOTAL: DONALDS RESTAURANT									37.50
009380	100-632333	000000	08/21/23	000000	V028958	SMARTVOICE DO	1	N	08-2023	68.00
009380	100-641323	000000	08/21/23	000000	V028958	SMARTVOICE ES	1	N	08-2023	253.00
009380	100-641323	000000	08/21/23	000000	V028958	SMARTVOICE MS/HS	1	N	08-2023	375.00
	**SUB-TOTAL: ENA SERVICES LLC									696.00



(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
009420	100-521310	000000	08/21/23	E24109	011-50438	DISTRICT MEMBERSHIP 5 USERS	1	N	08-2023	3,090.00
	**SUB-TOTAL: ENOME, INC									3,090.00
009860	100-641410	000000	08/31/23	E24023	84031480	BLOOMS TWO PAGE REFILL	1	N	08-2023	47.35
	**SUB-TOTAL: FC ORGANIZATIONAL PRODUCTS LLC									47.35
010481	100-532410	000000	08/21/23	H24095	25864	WIRELESS SHOT CLOCK SYSTEM AND BR	1	N	08-2023	1,231.50
	**SUB-TOTAL: FUTURE PRO, INC									1,231.50
010620	100-664412	000000	08/31/23	M24131	135299G	TETHER BALL POLES	1	N	08-2023	134.56
	**SUB-TOTAL: GATEWAY MATERIALS, INC.									134.56
011460	100-665310	000000	08/21/23	M22229	188014W-1	HANDICAP RESTROOMS	1	N	08-2023	143.00
	**SUB-TOTAL: HAHN RENTAL CENTER, INC									143.00
011900	100-665310	000000	08/21/23	M23595	13-0952	SPOT SPRAY WEEDS	1	N	08-2023	400.00
	**SUB-TOTAL: HAYDEN PEST CONTROL, LLC									400.00
012180	100-664311	000000	08/21/23	M24011	3962	ANNUAL BACKFLOW INSPECTION AND SE	1	N	08-2023	240.00
012180	100-664312	000000	08/21/23	M24011	3962	ANNUAL BACKFLOW INSPECTION AND SE	1	N	08-2023	240.00
	**SUB-TOTAL: HERRES ENTERPRISES, LLC									480.00
012260	100-631310	000000	08/21/23	D24086	AS PER AGREEMENT	BUSINESS SERVICES-CLERK	1	N	08-2023	768.25
012260	100-651310	000000	08/21/23	D24086	AS PER AGREEMENT	BUSINESS SERVICES- BUSINESS MANAGE	1	N	08-2023	5,377.75
012260	100-114200	000000	08/21/23	D24086	DRIVERS ED	DRIVERS ED REIMB.	1	N	08-2023	4,481.00CR
	**SUB-TOTAL: HIGHLAND JOINT SCHOOL DISTRICT #305									1,665.00
012760	100-512410	000000	08/21/23	E24066	33960	SUPPLIES TO BUILD MOBILE SHELF	1	N	08-2023	609.88
012760	100-664412	000000	08/21/23	M24104	025337/6512550	PAINT SUPPLIES	1	N	08-2023	83.82
012760	100-664410	000000	08/21/23	M24137	001000/9523260	MAINTENANCE SUPPLIES	1	N	08-2023	324.42
	**SUB-TOTAL: HOME DEPOT CREDIT SERVICES									1,018.12
013060	100-632390	000000	08/21/23	000000	300007531	MEMBERSHIP DUES	1	N	08-2023	925.00
	**SUB-TOTAL: IASA									925.00
013721	100-664311	000000	08/21/23	M24014	200123	NEW CARPET FOR CLASSROOMS 126 & 1	1	N	08-2023	9,504.00
	**SUB-TOTAL: IDAHO FLOORS AND MORE LLC									9,504.00
013920	100-631310	000000	08/21/23	000000	23-24.105	MEMBERSHIP DUES 2023-2024	1	N	08-2023	50.00
	**SUB-TOTAL: IDAHO SCHOOL DISTRICT COUNCIL									50.00
014140	100-512321	000000	08/31/23	E24098	ELEMENTARY STUDENT	BIRTH CERTIFICATE REQUEST	1	N	08-2023	16.00
	**SUB-TOTAL: IDAHO VITAL RECORDS									16.00
014485	100-665410	000000	08/31/23	M24063	1-526667	CHAIN	1	N	08-2023	42.83
	**SUB-TOTAL: INLAND FASTNER INC									42.83
014760	267-515380	000000	08/21/23	000000	NJOMA CONFERENCE	PER DIEM 09/10-09/13 ROSEMONT, IL	1	N	08-2023	141.60
	**SUB-TOTAL: IRIS CHIMBURAS									141.60
014980	100-515421	000000	08/21/23	H24128	365454482	MUSIC SUPPLIES	1	N	08-2023	217.50
014980	100-515421	000000	08/21/23	H24128	365451736	MUSIC SUPPLIES	1	N	08-2023	749.99
014980	100-515421	000000	08/21/23	H24128	365471409	MUSIC SUPPLIES	1	N	08-2023	73.75
	**SUB-TOTAL: J.W. PEPPER & SON INC.									1,041.24
016320	100-632310	000000	08/21/23	D24038	070123	SABG PROGRAM DIRECTOR GRANT ADM	1	N	08-2023	644.03
016320	100-632310	000000	08/21/23	D24039	070723	GRANT WRITER SERVICES	1	N	08-2023	1,000.00
	**SUB-TOTAL: KAMIAH GRANTS & ASSOCIATES									1,644.03
016540	100-512410	000000	08/21/23	E24071	300726129	ANNUAL TEACHER SUPPLY ORDER	1	N	08-2023	26.88
016540	100-515410	000000	08/21/23	H24119	300726130	ANNUAL TEACHER SUPPLY ORDER	1	N	08-2023	4,523.69
016540	100-512410	000000	08/21/23	E24071	300725661	ANNUAL TEACHER SUPPLY ORDER	1	N	08-2023	235.08
016540	100-512410	000000	08/21/23	E24071	300725476	ANNUAL TEACHER SUPPLY ORDER	1	N	08-2023	3,296.06
016540	100-512410	000000	08/21/23	E24072	300725475	COPY PAPER ANNUAL ORDER	1	N	08-2023	4,028.00
	**SUB-TOTAL: KCDA PURCHASING COOPERATIVE									12,109.71
018331	100-665410	000000	08/31/23	M24007	38236	PLAYGROUND WOODCHIPS	1	N	08-2023	260.00
	**SUB-TOTAL: LIVING WATERS LAWN & LANDSCAPE									260.00
019360	290-710412	000000	08/21/23	F23246	135333932	MILK	1	N	08-2023	153.59
019360	290-710412	000000	08/21/23	F23246	135334295	MILK	1	N	08-2023	241.13
019360	290-710412	000000	08/21/23	F23246	135334064	MILK	1	N	08-2023	119.73
019360	290-710412	000000	08/21/23	F23246	135334426	MILK	1	N	08-2023	85.05
019360	290-710412	000000	08/21/23	F24026	135334661	MILK	1	N	08-2023	32.02
019360	290-710412	000000	08/21/23	F24026	135335013	MILK	1	N	08-2023	134.94
019360	290-710412	000000	08/21/23	F24026	135335143	MILK	1	N	08-2023	77.86
019360	290-710412	000000	08/21/23	F24026	135335373	MILK	1	N	08-2023	183.82
019360	290-710412	000000	08/21/23	F24026	135335739	MILK	1	N	08-2023	115.49
019360	290-710412	000000	08/21/23	F24026	135335872	MILK	1	N	08-2023	33.73
019360	290-710412	000000	08/21/23	F24026	135336105	MILK	1	N	08-2023	116.36
019360	290-710412	000000	08/21/23	F24026	135336322	MILK	1	N	08-2023	32.41
019360	290-710412	000000	08/21/23	F24026	135336554	MILK	1	N	08-2023	133.09
019360	290-710412	000000	08/21/23	F24026	135336683	MILK	1	N	08-2023	15.77
019360	290-710412	000000	08/21/23	F24026	135336915	MILK	1	N	08-2023	49.91
	**SUB-TOTAL: MEADOW GOLD DAIRIES, INC.									1,524.90
019731	100-664311	000000	08/01/23	M24004	100581045	BOILER REPAIR AND INSPECTION	1	N	08-2023	810.71
019731	100-664312	000000	08/01/23	M24015	100695216	GYR ROOF RTU REPAIR	1	N	08-2023	1,681.86
019731	100-664312	000000	08/01/23	M23993	100028018	SERVICE HS GYM RTU	1	N	08-2023	1,051.31
019731	100-664311	000000	08/01/23	M24004	100581045	BOILER REPAIR AND INSPECTION	1	N	08-2023	810.71
019731	100-664312	000000	08/21/23	M23984	100054847	ICE MACHINE REPAIR	1	N	08-2023	275.25
019731	100-664312	000000	08/21/23	M23966	99766921	HS LIBRARY RTU SERVICED	1	N	08-2023	1,429.36
019731	100-664312	000000	08/01/23	M24015	100695216	GYR ROOF RTU REPAIR	1	N	08-2023	1,681.86
019731	100-664312	000000	08/01/23	M23993	100028018	SERVICE HS GYM RTU	1	N	08-2023	1,051.31



VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
019731	100-664312	000000	08/21/23	M23984	100054847	ICE MACHINE REPAIR	1	N	08-2023	275.25
019731	100-664312	000000	08/21/23	M23966	99766921	HS LIBRARY RTU SERVICED	1	N	08-2023	1,429.36
019731	100-664311	000000	08/01/23	M24048	100867292	ANNUAL RTU SERVICE	1	N	08-2023	180.45
019731	100-664312	000000	08/01/23	M24048	100867292	ANNUAL RTU SERVICE	1	N	08-2023	180.45
019731	100-664311	000000	08/21/23	231016	100064117	SERVICE HVAC ROOM 209	1	N	08-2023	135.00
	**SUB-TOTAL: MIKE'S MECHANICAL SERVICE LLC									10,992.88
019805	100-681310	000000	08/21/23	T24008	171	ANNUAL BUS INSPECTION AND SERVICE F	1	N	08-2023	735.00
019805	100-681310	000000	08/21/23	T24008	170	ANNUAL BUS INSPECTION AND SERVICE F	1	N	08-2023	1,260.00
	**SUB-TOTAL: MICHAEL W. SEEVERS									1,995.00
020960	100-521310	000000	08/21/23	E24110	22209568	DALS SCHOOL COMPLETE	1	N	08-2023	1,975.00
	**SUB-TOTAL: NCS PEARSON, INC.									1,975.00
021190	232-515412	000000	08/31/23	H24112	1320	FLORAL SCARFS	1	N	08-2023	300.00
	**SUB-TOTAL: NEZ PERCE TOURISM LLC									300.00
021260	100-623410	000000	08/21/23	D24107	1071.00.6099	INTERNET SERVICE 07/22-06/23	1	N	08-2023	26,028.00
	**SUB-TOTAL: NEZ PERCE TRIBE									26,028.00
021280	100-532310	000000	07/31/23	D24067	22303	CPR CLASS REGISTRATION (6)	1	N	07-2023	240.00
	**SUB-TOTAL: NEZ PERCE TRIBE									240.00
021340	100-681319	000000	08/21/23	000000	00285-000	SEWER - BUS BARN	1	N	08-2023	86.00
021340	100-661330	000000	08/21/23	000000	000282-00	SEWER - ELEMENTARY	1	N	08-2023	731.00
	**SUB-TOTAL: NEZ PERCE TRIBE -UTILITIES DIV									817.00
021600	243-515412	000000	08/21/23	000000	38335043	WELDING GAS	1	N	08-2023	101.68
	**SUB-TOTAL: NORCO, INC									101.68
021940	100-683410	000000	08/31/23	T24070	2522-464076	ATF TRANSMISSION FLUID	1	N	08-2023	102.94
	**SUB-TOTAL: O'RIELLY AUTOMOTIVE, INC.									102.94
022160	100-623410	000000	08/21/23	000000	OETC-24-1233	MEMBERSHIP RENWAL	1	N	08-2023	150.00
	**SUB-TOTAL: OETC									150.00
022987	100-664311	000000	08/21/23	M24013	C-021038	ANNUAL KITCHEN RANGEHOOD INSPECTI	1	N	08-2023	323.76
022987	100-664312	000000	08/21/23	M24013	C-021038	ANNUAL KITCHEN RANGEHOOD INSPECTI	1	N	08-2023	323.76
	**SUB-TOTAL: PERFORMANCE SYSTEMS INTEGRATION, LLC									647.52
023901	100-631310	000000	08/31/23	000000	AUGUST 5	PROGRESS BILLING FOR AUDIT LAPWAI	1	N	08-2023	8,925.00
	**SUB-TOTAL: QUEST CPAS PLLC									8,925.00
024020	100-664311	000000	08/21/23	M24091	236055	BROKEN WATERLINE LEAK REPAIR	1	N	08-2023	384.08
	**SUB-TOTAL: R M MECHANICAL, INC.									384.08
024300	100-512410	000000	08/31/23	E24077	82777713	CLASSROOM ORGANIZATION SUPPLIES	1	N	08-2023	98.43
024300	100-512410	000000	08/31/23	E24076	82777710	NAMETAGS FOR DESKS	1	N	08-2023	26.44
024300	100-512410	000000	08/31/23	E24075	8277685	CLASSROOM SUPPLIES, PRIVACY FOLDE	1	N	08-2023	184.53
	**SUB-TOTAL: REALLY GOOD STUFF, INC									309.40
024640	100-664311	000000	08/21/23	D24144	5300088	RENEWAL ES, READER, MYON STUDENT,	1	N	08-2023	5,300.38
024640	100-664312	000000	08/21/23	D24144	5300088	RENEWAL MS/HS STAR MATH, READING, I	1	N	08-2023	3,350.00
024640	100-664311	000000	08/21/23	D24144	5300088	DATA INTEGRATION	1	N	08-2023	1,250.00
024640	100-664312	000000	08/21/23	D24144	5300088	DATA INTEGRATION	1	N	08-2023	1,250.00
	**SUB-TOTAL: RENAISSANCE LEARNING, INC.									11,150.38
024900	100-512322	000000	08/31/23	000000	107480758	COPIES ES	1	N	08-2023	106.31
024900	100-632322	000000	08/31/23	000000	107480758	COPIES B/W COPIES	1	N	08-2023	29.83
024900	100-632322	000000	08/31/23	000000	107480758	COPIES COLOR DO	1	N	08-2023	76.13
024900	100-515321	000000	08/31/23	000000	107480758	COPIES MS/HS	1	N	08-2023	81.89
024900	100-512322	000000	08/31/23	000000	107480758	COPIER RENTAL ES	1	N	08-2023	255.64
024900	100-632322	000000	08/31/23	000000	107480758	COPIER RENAL DO	1	N	08-2023	255.64
024900	100-515321	000000	08/31/23	000000	107480758	COPIER RENTAL MS/HS	1	N	08-2023	255.63
	**SUB-TOTAL: RICOH USA, INC.									1,061.07
025140	290-710411	000000	08/31/23	F23248	11-4323728	SPECIAL DIETARY ITEMS	1	N	08-2023	27.27
	**SUB-TOTAL: ROSAUERS									27.27
025980	100-623411	000000	08/21/23	E24082	208132666244	HEADPHONES	1	N	08-2023	752.77
025980	100-512410	000000	08/21/23	E24083	208132669570	PENCIL CASES	1	N	08-2023	50.16
025980	100-641411	000000	08/21/23	H24120	308104329629	ADMIT BOOKS AND BADGES	1	N	08-2023	576.55
	**SUB-TOTAL: SCHOOL SPECIALTY LLC									1,379.48
026520	100-664412	000000	08/09/23	M24132	4666-4	ANNUAL PAINT	1	N	08-2023	774.45
026520	100-664311	000000	08/09/23	M24047	3725-9	PAINT AND PAINT SUPPLIES BLANCE DUE	1	N	08-2023	0.38
026520	100-664312	000000	08/09/23	M24047	3725-9	PAINT AND PAINT SUPPLIES BALANCE	1	N	08-2023	0.38
026520	100-665410	000000	08/21/23	M24132	4842-1	FB FIELD LINE MARKER	1	N	08-2023	205.59
	**SUB-TOTAL: SHERWIN-WILLIAMS CO.									980.80
027700	100-623412	000000	08/21/23	H24058	3300153581	LIBRARY INK	1	N	08-2023	127.78
027700	100-632410	000000	08/21/23	D24085	3303545511	OFFICE SUPPLIES	1	N	08-2023	5.27
027700	100-641410	000000	08/21/23	E24078	3303555671	OFFICE SUPPLIES AND ORGANIZATIONS	1	N	08-2023	25.29
027700	100-641410	000000	08/21/23	E24078	3303879101	OFFICE SUPPLIES AND ORGANIZATIONS	1	N	08-2023	48.87
027700	100-641410	000000	08/21/23	E24079	3303879601	OFFICE SUPPLES	1	N	08-2023	204.63
027700	100-521410	000000	08/21/23	H24080	3303879761	OFFICE ORGANIZER AND INK	1	N	08-2023	200.85
027700	100-512410	000000	08/21/23	E24081	3303881091	ANNUAL SUPPLY ORDER	1	N	08-2023	1,867.66
027700	100-641410	000000	08/21/23	E24081	3303881091	OFFICE INK	1	N	08-2023	966.56
027700	100-632410	000000	08/21/23	D24085	3303887601	OFFICE SUPPLIES	1	N	08-2023	33.22
027700	100-641410	000000	08/21/23	E24079	3303930031	OFFICE SUPPLES	1	N	08-2023	27.45
027700	100-641410	000000	08/21/23	E24078	3304057251	OFFICE SUPPLIES AND ORGANIZATIONS	1	N	08-2023	26.99
027700	100-641410	000000	08/21/23	E24078	3304114611	OFFICE SUPPLIES AND ORGANIZATIONS	1	N	08-2023	25.99
027700	100-515410	000000	08/21/23	H24116	3308315501	TEACHER SUPPLIES	1	N	08-2023	423.34
027700	100-515410	000000	08/21/23	H24116	33038391611	TEACHER SUPPLIES	1	N	08-2023	10.79



(VEND RNG: 000000-ZZZZZZ; DATE RNG: 00/00/00-99/99/99; ALL FUNDS; BANK CD: 1)										
VEND #	ACCOUNT	DEPT	DATE	PO #	INVOICE	DESCRIPTION	BC	DP	MO-YR	AMOUNT
	**SUB-TOTAL: STAPLES CREDIT PLAN - DO									3,994.69
028471	100-623410	000000	08/21/23	T24084	IVT25544	REPLACE BROKEN CABLES	1	N	08-2023	76.00
	**SUB-TOTAL: SWIVL INC									76.00
028480	100-664311	000000	08/21/23	M24009	34631	ANNUAL WATER TESTING AND SERVICE E	1	N	08-2023	240.00
	**SUB-TOTAL: SWATCO									240.00
029180	100-661410	000000	08/21/23	M24043	754062164	CUSTODIAL SUPPLIES	1	N	08-2023	568.47
029180	100-661410	000000	08/21/23	M24043	754079572	CUSTODIAL SUPPLIES	1	N	08-2023	52.96
029180	100-661410	000000	08/21/23	M24043	754810034	CUSTODIAL SUPPLIES	1	N	08-2023	1,748.48
	**SUB-TOTAL: THE HOME DEPOT PRO									2,369.91
030000	250-515400	000000	08/21/23	M22394	237-023	PICKLE BALL TENNIS COURT REMODEL	1	N	08-2023	39,950.00
	**SUB-TOTAL: TRITON CONSTRUCTION, LLC									39,950.00
030680	290-710411	000000	08/21/23	F24030	5087155	FOOD	1	N	08-2023	1,182.72
030680	290-710410	000000	08/21/23	F24030	5087155	NON FOOD	1	N	08-2023	811.61
030680	290-710411	000000	08/21/23	F24030	5262031	FOOD	1	N	08-2023	741.33
030680	290-710410	000000	08/21/23	F24030	5262031	NON FOOD	1	N	08-2023	535.49
030680	290-710411	000000	08/21/23	F24030	5591078	FOOD	1	N	08-2023	1,598.89
030680	290-710411	000000	08/21/23	F24030	5768328	FOOD	1	N	08-2023	1,093.15
030680	290-710411	000000	08/21/23	F24030	3153900	FOOD	1	N	08-2023	1,133.48
030680	290-710410	000000	08/21/23	F24030	3153900	NON FOOD	1	N	08-2023	352.72
030680	290-710411	000000	08/21/23	F24030	3414333	FOOD	1	N	08-2023	2,203.08
	**SUB-TOTAL: USF - SPOKANE									9,652.47
030700	100-512410	000000	08/21/23	E24089	0396739000018	LAMINATE	1	N	08-2023	436.50
	**SUB-TOTAL: USI EDUCATION & GOVERNMENTS									436.50
030800	100-663410	000000	08/21/23	000000	JULY 2023	FORD F-150	1	N	08-2023	190.53
030800	100-515412	000000	08/21/23	000000	JULY 2023	SUBARU DRIVERS ED	1	N	08-2023	45.90
030800	100-663410	000000	08/21/23	000000	JULY 2023	SUBARU GENERAL	1	N	08-2023	8.65
030800	100-681420	000000	08/21/23	000000	JULY 2023	GAS CANS	1	N	08-2023	95.12
030800	100-681420	000000	08/21/23	000000	JULY 2023	BUS FUEL	1	N	08-2023	86.23
	**SUB-TOTAL: VALLEY GAS									426.43
030880	100-622323	000000	08/21/23	000000	1970	QUARTERLY MEMEBERSHIP FEES JULY 20	1	N	08-2023	1,212.50
	**SUB-TOTAL: VALNet CAPITAL									1,212.50
031200	100-623310	000000	08/21/23	000000	5451073	MONTHLY COMPLIANCE, ADMIN,AND FLE	1	N	08-2023	175.00
	**SUB-TOTAL: WAGEWORKS									175.00
031340	100-661410	000000	08/21/23	M24045	502650	CUSTODIAL SUPPLIES	1	N	08-2023	6,090.62
	**SUB-TOTAL: WALTER E. NELSON									6,090.62
031480	100-661410	000000	07/31/23	M24046	7258	DISINFECTANT	1	N	07-2023	81.38
	**SUB-TOTAL: WAXIE SANITARY SUPPLY									81.38
031692	100-515322	000000	08/31/23	000000	10947	SHREDDING SERVICES	1	N	08-2023	17.00
031692	100-515322	000000	08/31/23	000000	10947	SHREDDING SERVICES	1	N	08-2023	17.00
	**SUB-TOTAL: WESTERN RECYCLERS									34.00
032280	100-512440	000000	08/21/23	E24088	INVB24693	WRITING STANDARDS	1	N	08-2023	3,083.59
	**SUB-TOTAL: ZANER-BLOSER									3,083.59
032371	100-512415	000000	08/21/23	E24101	INV12797930	MODELING CLAY ART CLASS	1	N	08-2023	55.13
	**SUB-TOTAL: ZORO									55.13
	***GRAND TOTAL - VENDOR COUNT: 70									302,850.30



ACCT #	ACCT NAME	BEG BALANCE	MTD ACTIVITY	YTD BALANCE
ASSOCIATED STUDENT BODY FUND				
238-111100	CASH IN BANK-- ASB	28,891.28	4,196.70CR	24,694.58
238-111110	PETTY CASH	1,600.00	1,600.00CR	0.00
238-111120	CASH - ELEMENTARY ASB FUND	9,418.09	2,062.68	11,480.77
238-112100	LGIP - ASB FUND #3120	19,704.31	78.50	19,782.81
238-114200	RECEIVABLE	0.00	18,949.82	18,949.82
	TOTAL STUDENT BODY ASSETS	59,613.68	15,294.30	74,907.98
STUDENT BODY FUNDS				
238-213000	ACCOUNTS PAYABLE	0.00	0.00	0.00
238-218350	SALES TAX PAYABLE	93.84CR	66.12	27.72CR
238-223100	HIGH SCHOOL STUDENT BODY	6,758.39CR	89.70	6,668.69CR
238-223107	MIDDLE SCHOOL STUDENT BODY	1,839.50CR	493.97	1,345.53CR
238-223110	AT RISK FUND	540.10CR	0.00	540.10CR
238-223125	CONCESSIONS	3,007.62CR	182.58CR	3,190.20CR
ATHLETIC FUNDS				
238-223200	GENERAL ATHLETIC FUND	15,184.63CR	14,327.58	857.05CR
238-223201	FOOTBALL	10,384.94	10,384.94CR	0.00
238-223202	FOOTBALL FUNDRAISERS	32.29CR	0.00	32.29CR
238-223210	VOLLEYBALL	2,182.19CR	0.00	2,182.19CR
238-223211	VOLLEYBALL FUNDRAISERS	0.00	0.00	0.00
238-223220	GIRLS BASKETBALL	4,183.98	4,183.98CR	0.00
238-223221	GIRLS BASKETBALL FUNDRAISERS	3,691.97CR	0.00	3,691.97CR
238-223230	BOYS BASKETBALL	2,060.15CR	117.81	1,942.34CR
238-223231	BOYS BASKETBALL FUNDRAISERS	257.19CR	257.19	0.00
238-223240	TRACK	2,381.28CR	2,126.94	254.34CR
238-223250	CHEER	7,521.79	7,521.79CR	0.00
238-223260	SOFTBALL	353.70	353.70CR	0.00
238-223261	SOFTBALL FUNDRAISERS	107.86CR	0.00	107.86CR
238-223270	BASEBALL	1,027.04	1,027.04CR	0.00
238-223271	BASEBALL FUNDRAISERS	453.21CR	0.00	453.21CR
238-223280	GOLF	1,528.19	1,528.19CR	0.00
238-223285	WRESTLING	9,365.87	9,365.87CR	0.00
238-223286	WRESTLING FUNDRAISERS	3,204.44CR	0.00	3,204.44CR
CLASSES				
238-223400	STUDENT COUNCIL	1,909.19CR	0.00	1,909.19CR
238-223401	CLASS OF 2022	1,614.56CR	471.08CR	2,085.64CR
238-223402	CLASS OF 2023	5,761.00CR	3,405.52	2,355.48CR
238-223403	CLASS OF 2024	2,931.39CR	200.00CR	3,131.39CR
238-223404	CLASS OF 2025	654.09CR	0.00	654.09CR
238-223405	CLASS OF 2026	1,482.87CR	0.00	1,482.87CR
CLUBS				
238-223521	YEARBOOK	4,657.64	1,323.90	5,981.54
238-223523	DRAMA	4,902.88CR	0.00	4,902.88CR
238-223530	LIBRARY	811.29CR	0.00	811.29CR
238-223532	INDIAN CLUB	6,617.65CR	801.68	5,815.97CR
238-223533	BOOSTER CLUB	576.10CR	0.00	576.10CR
238-223534	HONOR SOCIETY	296.10CR	0.00	296.10CR
238-223536	PBIS PAWS STORE	9.37CR	0.00	9.37CR
238-223538	CLASS OF 2023 PARENTS FUNDRAISERS	1.06CR	1.06	0.00
238-223539	CLASS OF 2022 PARENTS FUNDRAISERS	471.08CR	471.08	0.00
238-223540	FRENCH CLUB	2,553.31CR	0.00	2,553.31CR
238-223541	PEP CLUB	390.37CR	0.00	390.37CR
238-223547	FFA	6,578.18CR	20.00CR	6,598.18CR
238-223549	AISES CONFERENCE	6,121.53CR	0.00	6,121.53CR
238-223553	BAND-MUSIC	804.99CR	0.00	804.99CR
238-223555	NEZ PERCE LANGUAGE	165.92CR	0.00	165.92CR
238-223556	BPA	3,206.03CR	0.00	3,206.03CR
238-223560	SEL EDUCATION PROJECTS	278.84CR	0.00	278.84CR
238-223561	CAP AND GOWN	1,280.10	1,475.00CR	194.90CR
238-223562	MAPP	56.92CR	0.00	56.92CR
238-223564	CR-PLC INCENTIVE	463.96CR	0.00	463.96CR
238-223565	DRUG FREE SCHOOLS	45.50CR	0.00	45.50CR
238-223900	DUE TO STUDENT GROUPS	0.00	63,427.21	63,427.21
238-320200	FUND BALANCE	9,418.09CR	65,489.89CR	74,907.98CR
	TOTAL LIABILITIES & FUND BALANCE	59,613.68CR	15,294.30CR	74,907.98CR



REFR#	DESCRIPTION	AMOUNT	DATE
070123	LGIP	7,094.86CR	07/01/23
241001	FEDERAL FUELS TAX REFUND	213.00CR	07/07/23
241002	LGIP	250,000.00CR	07/14/23
241003	ACCRUED LUNCH CHARGES	465.50CR	07/14/23
241004	TITLE VI	145,812.23CR	07/18/23
241005	ACCRUED TITLE VI PAYMENT	2,796.23CR	07/18/23
241006	LGIP	175,000.00CR	07/27/23
241007	MEDICAID PAYMENT ACCRUED	96,082.73CR	07/17/23
241008	ACCRUED CULTURALLY RESPONSIVE REVENUE	500.00CR	07/16/23
241009	NEZ PERCE	74,794.86CR	07/26/23
241010	IV-A	104,055.67CR	07/13/23
241011	AG REPLACEMENT	540.00CR	07/26/23
241012	MEDICAID	2,406.30CR	07/28/23
***	TOTAL	859,761.38CR	



REFR#	VENDOR	AMOUNT	DATE	DESCRIPTION
030843	MORETON & COMPANY	55,381.00	07/01/23	PROPERTY/LIABILITY INSURANCE RENEWAL
030855*	POWERSCHOOL GROUP LLC	8,188.43	07/01/23	PROGRESSIVE BILLING PAID 1/2 BALANCE
030880*	LATASHA DISHION	750.00	07/07/23	PAYROLL ADVANCE
030903*	2M DATA SYSTEMS	660.00	07/14/23	BUDGET MANAGER UPDATE
030904	ABLE LOCKSMITH	189.95	07/14/23	KEYS AND SERVICE ON DOOR
030905	ABSOLUTE MACHINING SOLUTIONS	100.00	07/14/23	FOR LIFT SERVICES FOR HS TRACK
030906	AMAZON CAPITAL SERVICES, INC.	2,835.96	07/14/23	CUSTODIAL AND MAINTENANCE SUPPLIES
030907	ANN MUNSTERMANN	198.06	07/14/23	PER DIEM CDA 08/03-08/04
030908	ASOTIN COUNTY AQUATIC CENTER	0.00	07/14/23	** VOID **
030909	AVISTA UTILITIES	7,245.03	07/14/23	ELECTRIC- ELEMENTARY
030910	BEST WESTERN PLUS	397.78	07/14/23	LODGING JUNE 19-21 AG TEACHER CONF.
030911	BLACK BISON LLC	200.00	07/14/23	IDLA CLASS INCENTIVES
030912	BLUE MOUNTIAN ELECTRIC	1,529.00	07/14/23	HAND DRYER SERVICE
030913	BPA HEALTH	261.45	07/14/23	EAP 1-4 VISITS
030914	CITY OF LAPWAI	4,829.10	07/14/23	W/S STORAGE TECH
030915	CLEARWATER SPRINKLERS, INC.	935.55	07/14/23	REPAIR SPRINKLER HEADS AND VALVES
030916	COGNIA INC,	1,200.00	07/14/23	LAPWAI MIDDLE/HIGH MEMBERSHIP
030917	COSTCO	572.21	07/14/23	SUMMER SCHOOL SUPPLIES
030918	COSTCO WHOLESALE MEMBERSHIP	180.00	07/14/23	LAPWAI SCHOOL DISTRICT MEMBERSHIP RENEWAL
030919	DANIEL DUNHAM	92.00	07/14/23	REIMB. TRANSPORTATION CDL MEDICAL PHYSICAL
030920	DIVISION OF OCCUPATIONAL AND	100.00	07/14/23	ANNUAL CERTIFICATION FEE-ELEVATOR
030921	DONALDS RESTAURANT	317.09	07/14/23	ANNUAL TRAINING LUNCH
030922	EMERSON WHITE	300.00	07/14/23	CELL PHONE ALLOWENCE
030923	ENA SERVICES LLC	758.52	07/14/23	SMARTVOICE DO
030924	FISHER SYSTEMS, INC.	4,402.76	07/14/23	FIRE ALARM MONITORING SEMI ANNUAL
030925	HAHN RENTAL CENTER, INC	286.00	07/14/23	HANDICAP RESTROOM
030926	HAYDEN PEST CONTROL, LLC	1,995.00	07/14/23	SPT SPRAY WEED CONTROL
030927	HIGHLAND JOINT SCHOOL DISTRICT #305	6,655.71	07/14/23	BUSINESS SERVICES CLERK
030928	HOME DEPOT CREDIT SERVICES	2,110.06	07/14/23	CUSTODIAL SUPPLIES
030929	IDAHO RECOGNITION PRODUCTS LLC	0.00	07/14/23	** VOID **
030930	IDAHO SCHOOL BOARDS ASSOCIATION	2,004.16	07/14/23	ANNUAL MEMBERSHIP DUES
030931	INLAND AUTO GLASS, INC.	530.00	07/14/23	REPLACE GLASS WINDOW ROOM 351
030932	KAMIAH GRANTS & ASSOCIATES	1,644.03	07/14/23	SABG PROGRAM DIRECTOR GRANT ADMINSTRATOR
030933	LANCER LANES & CASINO	521.32	07/14/23	SUMMER SCHOOL ACTIVITY AND INCENTIVE
030934	LAPWAI STUDENT BODY	18,949.82	07/14/23	DISTRICT ASSIST STUDENT FUNDS
030935	LEWISTON TRIBUNE	517.00	07/14/23	EMPLOYMENT ADS
030936	MIKE'S MECHANICAL SERVICES,LLC	432.00	07/14/23	WALK IN FREEZER REPAIR
030937	MICHAEL W. SEEVERS	2,100.00	07/14/23	ANNUAL BUS INSPECTION AND SERVICE REPAIRS
030938	MORETON & COMPANY	262.50	07/14/23	SAFE SCHOOLS RENEWAL
030939	NAFIS	3,357.06	07/14/23	NAFIS MEMBERSHIP RENWAL
030940	NAPA AUTO PARTS	54.27	07/14/23	MOTOR BELT
030941	NEZ PERCE TRIBE	211.00	07/14/23	INTERNET AND IP ADDRESS
030942	NEZ PERCE TRIBE -UTILITIES DIV	817.00	07/14/23	SEWER-BUS BARN
030943	NORCO, INC	98.40	07/14/23	WELDING GAS
030944	NORTHWEST CHILDREN'S HOME, INC	7,350.00	07/14/23	EDUCATIONAL SERVICES JUNE
030945	NORTHWEST ELEVATOR, INC.	4,178.34	07/14/23	SERVICE ELEVATOR REPACE AUTO DOOR
030946	PATRIOT FIRE PROTECTION	765.00	07/14/23	SPRINKLER SYSTEM INSPECTION
030947	RICOH USA, INC.	1,385.68	07/14/23	RENTAL ES
030948	SHERWIN-WILLIAMS CO.	1,290.00	07/14/23	PAINT AND PAINT SUPPLIES
030949	SNOWY HOLLOW, INC	51.94	07/14/23	WORKSHOP DINNER
030950	STAPLES CREDIT PLAN - DO	6,114.45	07/14/23	INK CREDIT
030951	SWATCO	3,087.13	07/14/23	WATER TREATMENT AND ANALYSIS
030952	U.S. BANK	550.00	07/14/23	BOND PAYMENT
030953	UNITED RENTALS	725.72	07/14/23	DOUBLE DRUM ROLLER RENTAL
030954	VALLEY APPLIED BEHAVIOR ANALYSIS, LLC	750.00	07/14/23	FUNCTIONAL BEHAVIOR
030955	VALLEY GAS	2,163.14	07/14/23	BUS DIESEL FUEL 287.935 GALS
030956	WAXIE SANITARY SUPPLY	315.66	07/14/23	DISINFECTANT
030957	WELLS FARGO BANK	31,663.04	07/14/23	EXTRA DIPLOMAS
030958	AMAZON CAPITAL SERVICES, INC.	2,264.84	07/14/23	JOSLYN LEIGHTON CLASSROOM SUPPLIES ORGANIZER A
030959	BEAU WOODFORD	176.88	07/14/23	REIMB. FOR SUMMER SCHOOL
030960	HAYDEN PEST CONTROL, LLC	620.00	07/14/23	PEST CONTROL
030961	NORTH 40 OUTFITTERS	1,075.23	07/14/23	GREENHOUSE AND SHOP SUPPLIES
030962	WAGeworks	175.00	07/14/23	MONTHLY COMPLIANCE, ADMIN, FLEX PLAN FEES
030963	WESTERN RECYCLERS	17.00	07/14/23	SHREDDING SERVICES
030964	RHEA CREE	300.00	07/21/23	PAYROLL ADVANCE
030965	ROZELLE TIEDE	825.00	07/25/23	PAYROLL ADVANCE
030966	LATASHA DISHION	1,050.00	07/25/23	PAYROLL ADVANCE
030967	SHAWNA LEIGHTON	300.00	07/31/23	PAYROLL ADVANCE
244001*	STANDARD INSURANCE COMPANY	938.70	07/11/23	STANDARD INSURANCE - 072023
244002	AFLAC	2,262.15	07/11/23	AFLAC INSURANCE - 072023
244003	VOYA FINANCIAL	200.00	07/11/23	VOYA FINANCIAL 403-B PLA - 072023
244004	IDEAL COLLEGE SAVINGS PROGRAM	1,275.00	07/11/23	IDEAL College Savings Pr - 072023
244005	LAPWAI SCHOOL LUNCH PROGRAM	465.50	07/11/23	FOOD SERVICE CHARGES - 072023
244006	INTERNAL REVENUE SERVICE	122,672.09	07/14/23	FICA - ER - 072023
244007	IDAHO STATE TAX COMMISSION	14,450.00	07/14/23	STATE WITHHOLDING - 072023
244008	STATE INSURANCE FUND	0.00	07/14/23	WORK COMP - 072023
244009	PUBLIC EMPLOYEE RETIREMENT SYS	102,811.13	07/14/23	PERSI - ER - 072023
244010	REGENCE	63,131.30	07/11/23	HEALTH - 072023
244011	DELTA DENTAL	3,290.96	07/11/23	DENTAL - 072023
*** TOTAL		512,860.10		





**LAPWAI ELEMENTARY SCHOOL**

LAPWAI SCHOOL DISTRICT #241

Box 247

Lapwai ID 83540

(208) 843-2960/2952

To: Board of Trustees  
From: Teri Wagner  
Date: August 16, 2023  
RE: August Board Back-Up

**Building Documents Attached**

- 2023-2024 Handbook
- August Leadership Team Agendas
- August Professional Learning Schedule
- Student Body Funds

**Kindergarten Bootcamp (Sponsored by Twin County United Way and LSD)**

- July 10 - August 10
- Monday – Thursday 8:30 AM -12:30 PM
- Family Night and Graduation
- 15 students attending

**Family/Community Involvement**

- Elementary School Registration August 16 and 17
- Ice Cream Social August 28

*Together, we ensure all students will reach their full potential.*

*kiiye pecepelihniku' wapáyat'as mamáy'asna hipewc'éeyu'ciúkwenin'.*



## Leadership Team Agenda

August 14, 2023

LT Member	Sign in
Jen Becker	
Kelly Hillman	
Cassie Hays	
Jene Ane Carlin	
Beau Woodford	
Lori Ravet	
Becca Cooley	
Teri Wagner	
David Aiken	

### Our Team Norms

1. Remain data driven, present, and focused
2. Refuse to admire problems and insist on solutions
3. Ensure balanced, respectful, and effective communication

**Time:** 8:30AM-1:30 PM

**Location:** Room 215

**What to Bring:** Idaho Dyslexia Handbook, Drinks, Device, Personal Calendar

**Lunch:** Provided

1. Celebrations and good of the group (10 minutes)
2. ASP and Summer School-Beau (15 minutes)

### 3. ELA (90 minutes)

#### CORE Instruction-3 hours per day

REACH-program maps, schedules, questions for Lexie

Heggerty

ECRI

Spelling

Morphology

How will we measure implementation success?

#### Universal Screening/Fall Benchmark Assessment (Dyslexia Handbook Appendix A)

K-3 Istation/ISIP

4-5 STAR CBM

#### Schedule for Benchmark Assessments

#### Diagnostic Assessments and Dyslexia Protocols/Progress Monitoring

DIBELS 8

Heggerty?

CORE Phonics

Test of Written Spelling ?

#### Interventions

Heggerty

ECRI



**MTSS**

Team

Materials

Resources

Timeline

**4. MATH (30 minutes)**

i-Ready Materials Update-2024 copyright

Onsight Training

Diagnostic Training (for all, just for new teachers)?

Training Schedule

Math Goal for 2023-2024

How will we measure implementation success?

**5. Lunch (30 minutes)**

**6. What's New (15 minutes)**

Power School (student information, registration, attendance, training, report cards)

Door Entry

**7. PLTs (30 minutes)**

**8. Professional Learning Schedule for August and September (30 minutes)**

September 1

September 8

September 15 (PLCs Begin)

September 22

September 29

**9. Plan Dates and Times for LT Meetings and Agenda for September Meeting (10 minutes)**

**10. Evaluate Meeting**



**PROFESSIONAL LEARNING SCHEDULE**  
**August 2022**

**Tuesday, August 23**

9:00 a.m. - 3:30 p.m.

New Teacher Orientation

Lunch Provided

**Wednesday, August 24**

First Day for All Certificated Faculty

8:00 a.m. - 3:30 p.m.

Classroom preparation, classroom and grade level planning, review and organize i-Ready math materials

**Thursday, August 25**

Second Day for All Certificated Faculty

9:00 a.m. - 12:30 p.m.

i-Ready Mathematics Training

Room #212

**Friday, August 26**

Third Day for All Certificated Faculty

First Day for Classified Faculty

8:00 a.m. - 11:00 a.m.

Faculty Meeting

Room #212

11:00 a.m. - 3:30 p.m.

Planning and Preparation/Work in Rooms, Grade Level Band Meetings

**Monday, August 29**

8:00 a.m. - 10:30 a.m.

District Meeting for **ALL** Employees

Lapwai High School Commons

Breakfast Provided

1:00 p.m. - 2:00 p.m.

Classified Faculty Meeting

Room #212

5:00 p.m. - 5:30 p.m.

Ice Cream Social - Certificated faculty will host students and families. Everyone is welcome!

**Tuesday, August 30**

First Day for Kids!

**Wednesday, September 1 and Wednesday, September 7**

No Wednesday Morning Meetings

*Together, we ensure all students will reach their full potential.*



# Analyzed Business Checking - PF

Account number: 801013418 ■ July 1, 2023 - July 31, 2023 ■ Page 1 of 1



LAPWAI SCHOOL DISTRICT #341  
LAPWAI ELEMENTARY SCHOOL  
STUDENT BODY  
404 S MAIN ST  
LAPWAI ID 83540-6131

## Questions?

Call your Customer Service Officer or Client Services  
1-800-AT WELLS (1-800-289-3557)  
5:00 AM TO 6:00 PM Pacific Time Monday - Friday

Online: [wellsfargo.com](https://wellsfargo.com)

Write: Wells Fargo Bank, N.A. (113)  
P.O. Box 6995  
Portland, OR 97228-6995

## Account summary

### Analyzed Business Checking - PF

Account number	Beginning balance	Total credits	Total debits	Ending balance
801013418	\$11,480.77	\$0.00	-\$246.00	\$11,234.77

## Debits

Checks paid

Number	Amount	Date
3826	246.00	07/07

\$246.00 Total checks paid

\$246.00 Total debits

## Daily ledger balance summary

Date	Balance	Date	Balance
06/30	11,480.77	07/07	11,234.77

Average daily ledger balance \$11,282.38



July 1, 2023

Date		Checks	Deposits	Balance
	Beginning Balance			
7/1/23	\$11,480.77			
7/7/23		246		11234.77
7/31/23	Ending Balance			\$ 11,234.77





## LAPWAI MIDDLE/HIGH SCHOOL

Phone: (208) 843-2241, x3208

dr.penney@lapwai.org

To: Board of Trustees  
From: Dr. Penney, LMS-LHS  
Subject: Board Report for May 2023

### Content

1. DDI Team agenda and minutes
2. Friday PD and Leadership Team Agenda
3. Handbook updates
4. Bell Schedules
5. Power Up Block & Build Up Block
6. PBIS Tier 2 draft handbook



Heewekse Wisdom from Nimiipuu Fund and Sienna Reuben from U of I TRIO-Inspire Program are set up at the high school to connect with students and families. Both Heewekse and Sienna are Lapwai Wildcat alumni!



*"Together, we ensure all students will reach their full potential."*



Teacher	Period 1 8:44 - 9:34 (50)	Period 2 9:38-10:28 (50)	Period 3 10:32-11:22 (50)	Period 4 12:32-1:22 (50)	Period 5 1:26-2:16 (50)	Period 6 2:20-3:10 (50)
Selstad (161)	7th Social Studies	7th Social Studies	US Govt (1 Semester)	PREP	8th Social Studies	8th Social Studies
D. Boyer (shop)	Prep	Advanced Ag Fab (11th-12th Grade) Must have teacher approval	10th IDLA HEALTH (1 Semester)	7th/8th Intro to Ag (Switch with Fitness)	9th Intro to Ag	9th Intro to Ag
Carpenter (171)	8th Math	8th Math	Prep	7th/8th Fitness (Switch with Ag)	7th Fitness	7th Fitness
Harming (160)	8th ELA	8th ELA	Prep (Either 3rd or 4th)	7th/8th Speech	7th ELA	7th ELA
Grunenfelder(130)	6th ELA	Prep	6th ELA	6th Writing	6th Robotics	6th Writing/NPL
CHRIS Katus (330)	Algebra 1	Algebra 1	Intermediate Algebra 1 (Junior Required)	11/12 Math	Construction Math	Prep
Miles Sidener (340)	Biology	Biology	9th Physical Science	Prep	9th Science	9th Science
Rye Hewett (331)	11th	11th	9th	9-11	10-12	10-12
Peterson (341)	Econ/Bus Essentials (Financial Lit)	Econ/Bus Essentials (Financial Lit)	Yearbook	9th Intro to Comp	Prep	BUS 101
MATT Lattuada (361)	Geometry	Geometry	Algebra 2 (Junior Required)	Math 143	Construction Math	Prep
Morgan (140)	7th Math	7th Math	6th Math	6th Math	Prep	6th Interdisciplinary
J. Leighton (217)	Prep	6th Science	8th Science (Either 3rd or 4th)	Prep (Either 3rd or 4th)	Intro to Fitness	Advanced Fitness
J. Stange (120)	11th Advanced Native Hist	Prep	12th Advanced Native Hist	11th Advanced Native Hist	8th Native Lit	8th Native Lit
S. Maynes (320)	9th English	9th English	Prep	9th Intro to Nez Perce Language	10 ELA	10th ELA
Shaffer (Auditorium)	HS Choir	6th Choir	7th Choir			
G. Sobotta (151)	6/7 Service Time	6/7 Service Time	8th Service Time	8th Service Time	7th Service Time	7th Service Time
Knoll (351)	12th Grade	12th Grade	Prep	Creative Writing	11th ELA	11th ELA
Raml (350)	HS Spanish	6th Art	7th Art			
Josy Leighton (170)	6th Computers	Prep	8th Computers	7th/8th NPL	6th Robotics/NPL	7th Computer Applications
Lorilynn (151)	MS Credit Recovery	MS Credit Recovery	Credit Recovery	10/11/12 Credit Recovery	Prep	10/11/12 Credit Recovery
SCOTT (360)	Prep	11th Intro to Native Lit	10th Speech	Advanced Native Lit	AP Lit	Advanced Native Lit
ADA/Mrs. Walker (Library)	Native American Research	11th Native History	9th Native History	MS Study Hall	Intermediate NPL (Room 151)	Study Hall (Room 151)
Angela Picard				11th Intro to Cultural Sov. (ADA Library)	11th Intro to Cultural Sov. (ADA Library)	



## 2023-2024 Monday - Thursday Bell Schedule

8:12-8:15 (3 min)	First bell & 8:15 tardy bell
8:15 - 8:40 (25 min)	<b>Power UP!</b> Power Up Block
8:40 - 8:44 (4 min)	Passing period
8:44 - 9:34 (50 min)	Period 1
9:34 - 9:38 (4 min)	Passing period
9:38 - 10:28 (50 min)	Period 2
10:28 - 10:32 (4 min)	Passing period
10:32 - 11:22 (50 min)	Period 3
11:22 - 11:25 (3 min)	Passing period
<b>MS Lunch 11:25- 11:55 (30 min)</b>	 <div>HS Build Up Block</div>
<b>Passing period 11:55 - 11:58</b>	
<b>HS Lunch 11:58 – 12:28 (30 min)</b>	 <div>MS Build Up Block</div>
12:28 - 12:32 (4 min)	Passing period
12:32 - 1:22 (50 min)	Period 4
1:22 - 1:26 (4 min)	Passing period
1:26 - 2:16 (50 min)	Period 5
2:16 - 2:20 (4 min)	Passing period
2:20 - 3:10 (50 min)	Period 6



# Lapwai Middle/High 2023-2024 Friday Bell Schedule

Middle School			High School		
38	1	8:15-8:53	38	1	8:15-8:53
38	2	8:57-9:35	38	2	8:57-9:35
38	3	9:39-10:17	38	3	9:39-10:17
38	4	10:21-10:59	38	4	10:21-10:59
23	MS Lunch	11:03-11:26	38	5	11:03-11:41
38	5	11:30-12:08	23	HS Lunch	11:45-12:08
38	6	12:12-12:50	38	6	12:12-12:50



What's  
**NEW?**

POWER UP BLOCK 8:15-8:40AM

**POWER  
UP**

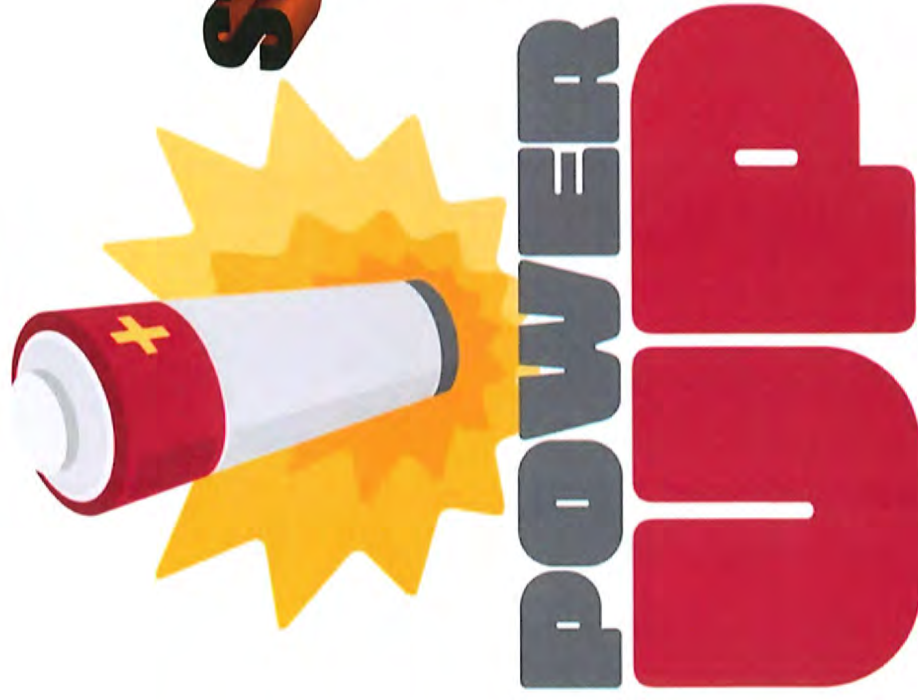
BUILD UP BLOCK

MS is 11:25-11:55 & HS is 11:58-12:28





# Monday-Thursday



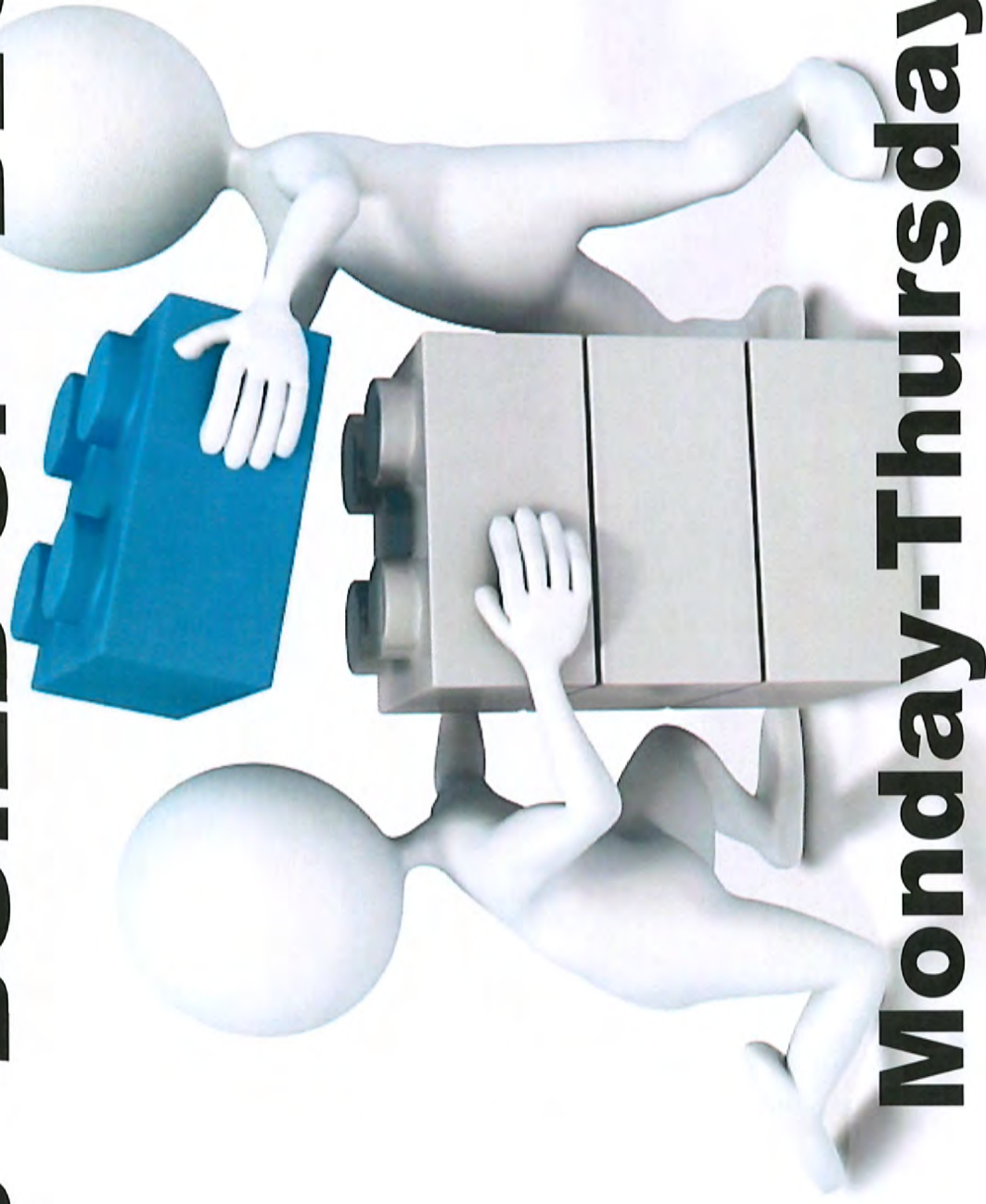
**start your day off**

**EMPOWERED!**

**8:15AM-8:40AM**



# HS "BUILD UP" BLOCK



**Monday-Thursday**

**11:25AM-11:55AM**



# MS “BUILD UP” BLOCK

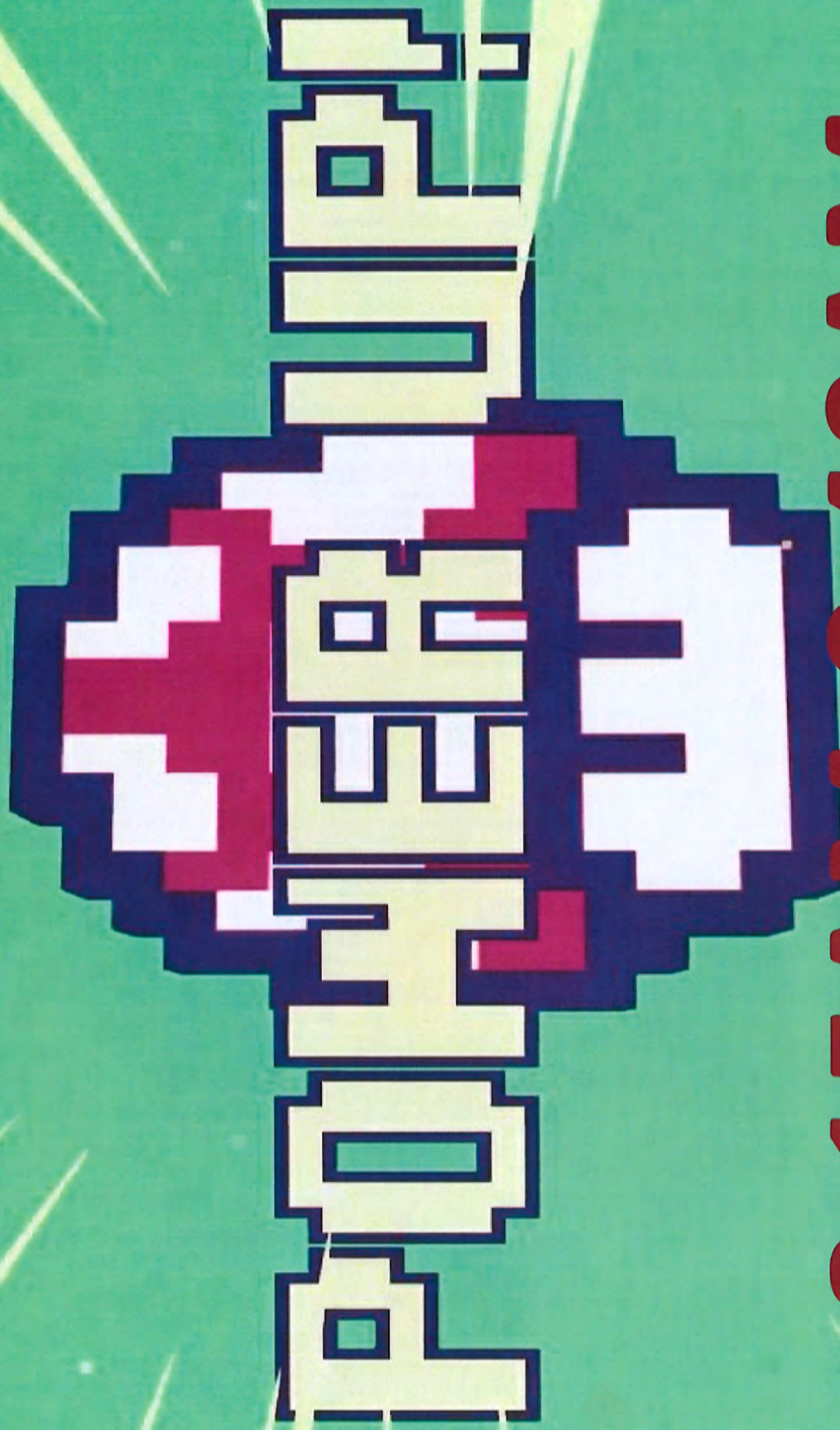


**Monday-Thursday**

**11:58AM-12:28PM**



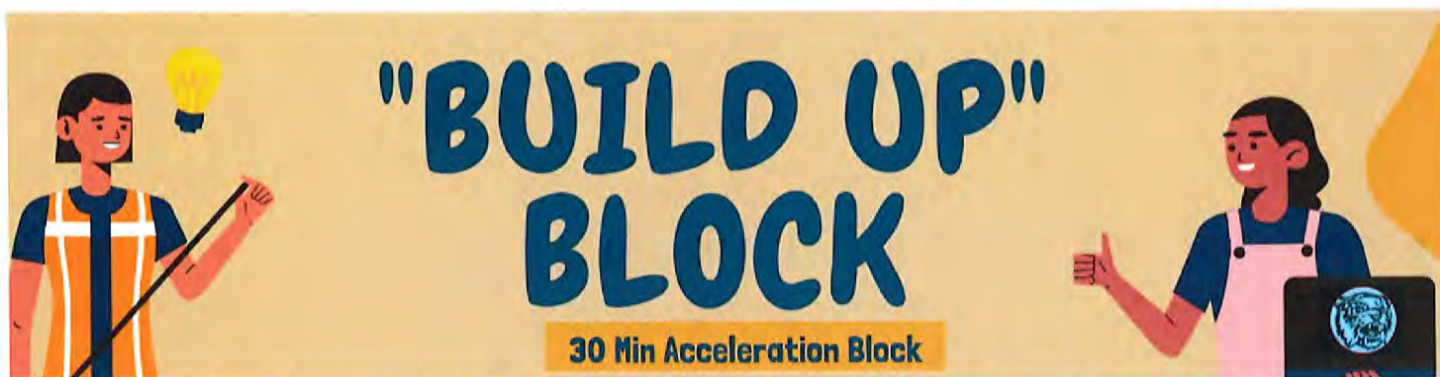
**Monday-Thursday**



**8:15AM-8:40AM**



# QUARTER 1: 2023-2024 REWARDS



HS BUILD UP BLOCK: 11:25AM-11:55AM

MS BUILD UP BLOCK: 11:58AM-12:28PM

## STAFF "BUILD UP" BLOCK LEADERS

Grade Level	Time (30 min)	Program	Staffing
6 <sup>th</sup>	11:58AM	Intermediate Rewards	Morgan, Grunenfelder Georgia
7 <sup>th</sup>	11:58AM	Intermediate Rewards	Joslyn L, Josh L, LoriLynn
8 <sup>th</sup>	11:58AM	Intermediate Rewards	Carpenter, Harming, Selstad
9 <sup>th</sup>	11:25AM	Secondary Rewards	Katus, Sidener, Boyer Rye Hewett
10 <sup>th</sup>	11:25AM	Secondary Rewards	Maynes, Raml
11 <sup>th</sup>	11:25AM	Secondary Rewards	Knoll, Stange
12 <sup>th</sup>	11:25AM	CTE-AP Math AP Writing	Lattuada, Scott
Leadership (MS lunch)	11:58AM	MS lunch supports	
Social Skills Group	11:58AM	Intermediate Rewards	Emma Shaffer (same group for Power Up block)
AP NPL	11:25AM	NPL Program	Tatlo Gregory
Floating sub/supports	both	All programs	Raniesha Running
Floating sub/supports	both	All programs	Ada Marks
Instructional leader	both	All programs	Bradley Peterson
Build Up Block Admin	both	All programs	D'Lisa Penney

**Instructional leader:** Mr. Peterson will assist staff with building capacity of the program (co-teach, model teach, VPORT online data management, and if necessary, be a substitute.)

**Floating sub/supports:** BUILD UP BLOCK floating staff will cover classrooms when there is a sub so there are two staff (substitute and Lapwai staff). It is vital that when a teacher is absent that we continue the core program teaching and pacing guide. When they are not subbing, they will be in key classrooms to support student learning. If necessary they may need to cover a lunch duty.



Lunch note: If the instructional leader or floating support do MS Build Up block, they eat during MS lunch, and if they support HS Build Up block, they eat during HS lunch.



A logo for the Leadership Team 2023-24. It features the words "LEADERSHIP" and "TEAM" in blue, bold, sans-serif capital letters, stacked vertically. To the right of these words is the year "2023-24" in red, bold, sans-serif capital letters. The entire logo is enclosed in a white rectangular box with a thin brown border.

## LEADERSHIP TEAM

2023-24

**TUES**

**8/15/23**

**8AM-3:30PM**

### **Focus:**

- Build Up Block
- Power Up Block
- Power School
- Rewards
- Step Up to Writing
- CSI Updates
- ELA/MATH PLT Work & Teacher training 8/22
- PBIS Tier 2 training & implementation



Date: 8/15/23 8:00AM-3:30PM LIBRARY	Professional Learning Team: DDI Team/Leadership Team	Dennis K:	Rye Hewett	
		Guest:	Holly Selstad	
David Aiken		Josh Nellesen	Georgia Sobotta	
D'Lisa Penney		Brad Peterson	Matt Lattuada	
Lori Ravet		Sam Maynes	Matt Morgan	

<b>Norms:</b> <ol style="list-style-type: none"> <li>Stay Learning Focused—Cell phones are off. Technology is not required for this meeting. Paper and pens are provided. <i>Research: A comparison of recall and recognition for common words demonstrates that memory is better for words when they have been written down rather than when they are typed. This provides additional support for the hypothesis that the additional context provided by the complex task of writing results in better memory. With the recent trend towards electronic note taking, the educational and practical implications of these findings would suggest that performance may be improved by using traditional paper-and-pen notes (Comparing Memory for Handwriting versus Typing, Timothy J. Smoker, Carrie E. Murphy, Alison K. Rockwell)</i></li> <li>Timely arrivals and meeting closures</li> <li>Leave cell phones, emails, and other business at the door</li> <li>Remain agenda driven, present, and data focused</li> <li>Refuse to admire problems and insist on solutions</li> <li>Model positive growth mindsets (blaming previous teachers, parents, home environment, pandemic, etc. is not an option)</li> </ol>	<b>Four Critical Questions:</b> <p><input type="checkbox"/> What do we want all students to know and be able to do?</p> <p>Notes:</p> <p><input type="checkbox"/> How will we know if they learn it?</p> <p>Notes:</p> <p><input type="checkbox"/> How will we respond when some students do not learn?</p>
--	---



<p>Expanding on Today's Topics - Details Regarding Our Collaboration:</p>	<p>Notes:</p> <p><input type="checkbox"/> How will we extend the learning for students who are already proficient?</p> <p>Notes:</p>
<p>Essential Actions:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify essential standards for each grade level or course, unit by unit</li> <li><input type="checkbox"/> Create an essential standards unit plan (PLT F.A's &amp; ISAT Tools for Teachers)</li> <li><input type="checkbox"/> Implement the team teaching-assessing cycle</li> <li><input type="checkbox"/> Give common end-of-unit assessment for essential standards</li> <li><input checked="" type="checkbox"/> Identify students for Tier 2 support by student, standard, and learning target (2023-24 schedule changes)</li> </ul> <p>What support do we need to make progress toward our objectives?</p>	<p>PLC Results Cycle:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Determine essential(s) and learning targets</li> <li><input type="checkbox"/> Set team level learning goals</li> <li><input type="checkbox"/> Identify students' foundational/prerequisite skills and academic vocabulary</li> <li><input type="checkbox"/> Design assessments and instruction</li> <li><input type="checkbox"/> Deliver tier 1 instruction</li> <li><input type="checkbox"/> Administer Common Assessments</li> <li><input type="checkbox"/> Collect data and evidence of learning</li> <li><input type="checkbox"/> Analyze data and evidence of learning (STAR &amp; ISAT)</li> <li><input checked="" type="checkbox"/> Revisit learning goal - Make decisions about next steps</li> <li><input type="checkbox"/> Refine lesson design and instruction</li> <li><input checked="" type="checkbox"/> Intervene and Extend (INTERVENTION MODEL FOR 2023-24)</li> </ul>



<p><i>What materials and actions are needed for our next meeting?</i></p> <p>September _____, Tuesday</p>	<input type="checkbox"/> Collaborative inquiry (Team reflection to refine practice & target areas of improvement) <input type="checkbox"/> ISAT Preparedness (Interim, deconstructing questions, strategies, practice) <input type="checkbox"/> College and Career Readiness Action Planning <input type="checkbox"/> CSI Focus: SWIP Budget & Pro D opportunities <input type="checkbox"/> PBIS Flow Chart and protocols for requesting beh. support <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____
---	--

AGENDA 8/15/23: Please feel free to take a bathroom break when necessary.

55

TIME	Topic/Task	Notes
8:00AM (20 min)	ENTRY TASK: 1) sign in, 2) eagle card, 3) lunch menu decision, 4) get snacks, 5) be ready to share out to team your entry task	
8:20AM- 9:20AM (1 hr)	POWER UP BLOCK (Advisory 25 min time 8:15-8:40 AM, Mon-Thurs) 1. Power Up topics list 2. Power Up schedule to fill in 3. LT members have time to research/add to google folder materials for Power Up block 4. Share out 5. Student/community PR and communication plan 6. Next steps for staff orientation (August 24, 25, 28)	
9:20- 10:50	BUILD UP BLOCK (MS 11:58-12:28, HS 11:25-11:55AM) Quarter 1: REWARDS (staffing, resources review, and PD training schedule) 1. Quick read: Acceleration -vs-remediation article 2. Look at new resources 3. Data management system 4. Schedule for pre-assessments, pacing guide for day 1 of unit 1 of Rewards	Instructional strategy/tool: Graphic Organizer podcast Resource: <a href="https://www.cultofpedagogy.com/graphic-organizer/">https://www.cultofpedagogy.com/graphic-organizer/</a> The Great Power of the Graphic Organizer Discussion method: TQE



		<a href="https://www.cultofpedagogy.com/tge-method/">https://www.cultofpedagogy.com/tge-method/</a>
Break 10:50- 11:00AM	TAKE A QUICK BREAK	
11:00- Noon	PBIS TIER 2 Training and Implementation	
Noon- 12:30PM Session planning until 2PM	Lunch time Working lunch ELA PLT with Lisa Math PLT with Joshua W AUGUST 22 <sup>nd</sup> agendas and focus of work	
2PM- 3PM	Bell Schedule (Monday-Thursday) Friday is being typed up... Academic schedule sharing Teacher orientation agenda to share and confirm August 22-28th	
3PM- 3:30PM	SMART GOAL REVIEW ISAT UPDATES CSI UPDATES DDI TEAM MEETING EVALUATION	

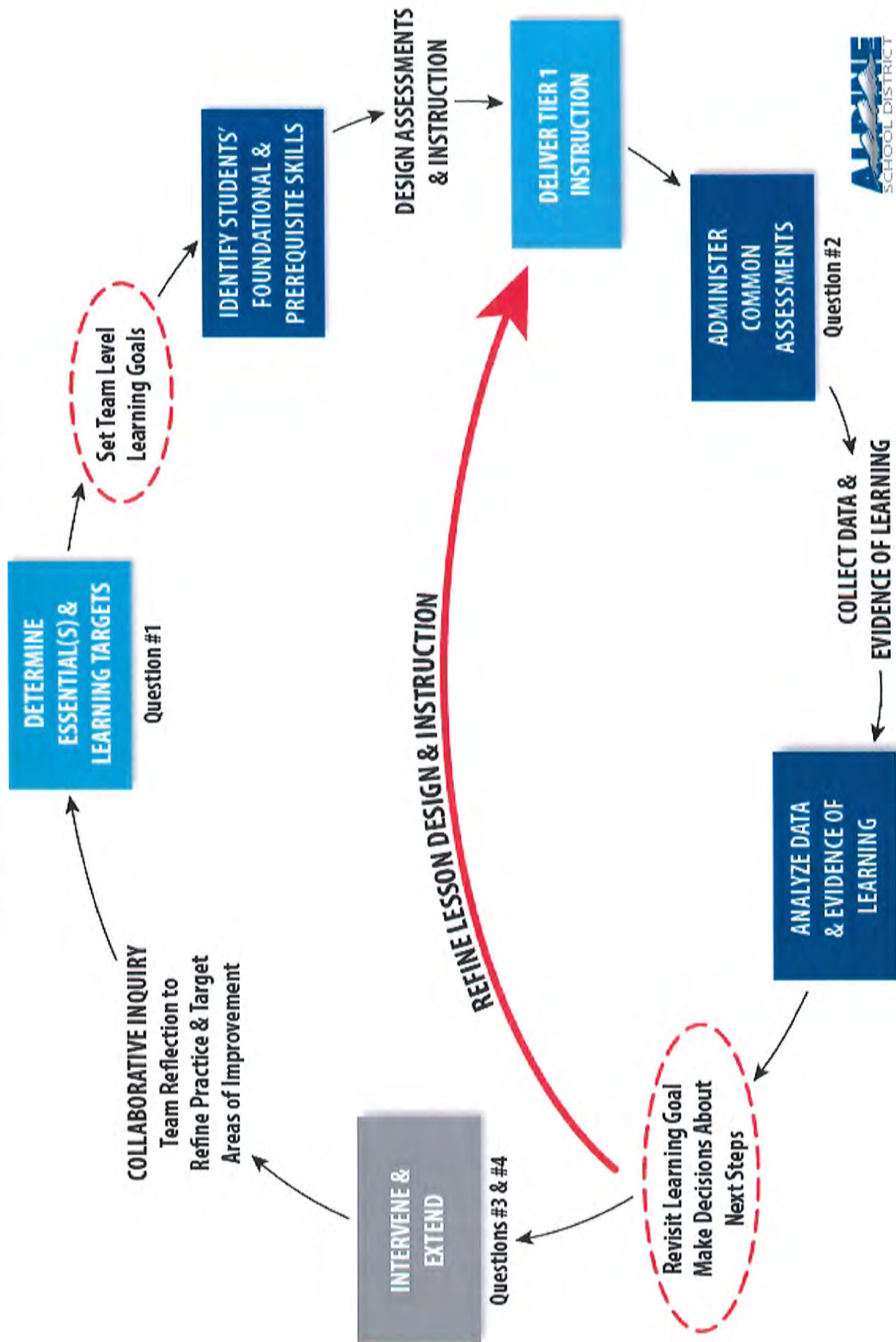


## **PARKING LOT ISSUES:**





# PLC RESULTS CYCLE





# Entry task

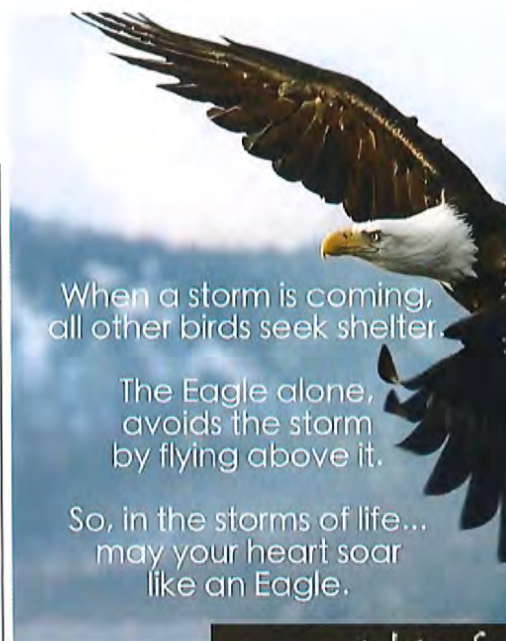
1. Sign in
2. Grab a time sheet
3. Grab your eagle card



As leadership team members, PLT facilitators, teachers, colleagues, and advocates for the Lapwai community, what is the main goal, skill, growth opportunity, personal or educational ***WISH*** you have for your students this year?

Write your answer on your eagle card and sign your name. This is a question we will ask of our Lapwai staff and post these in the office as we collectively collaborate on behalf of our students.

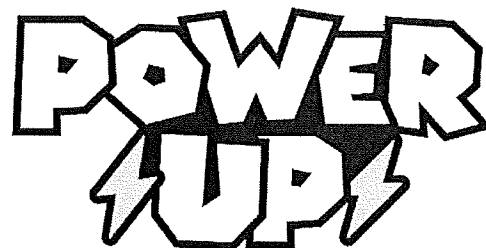
4. Fill out your lunch menu info
5. Be ready to share out your eagle card thoughts





# POWER UP BLOCK 2023-2024

8:15-8:40AM Mon-Thurs, 4 days a week



## POWER UP TOPICS/TASKS TO IDENTIFY RESOURCES/ACTIVITIES

	TOPIC	RESOURCE
1	Student Handbook review	
2	Code of Conduct review	
3	Bully prevention, <a href="mailto:wildcatcares@lapwai.org">wildcatcares@lapwai.org</a> resource	
4	Powerschool introduction and practice use of resources	
5	SMART goal: ISAT, attendance, work ethic, etc. (For use at parent-teacher conferences)	
6	Digital Citizenship lessons	
7	Prevention Coordinator presentations/topics	
8	Introduction to Beanstack (reading initiative)	
9	Study skills, academic review, progress reports, connect students with teachers of classes they need supports	
10	Weekly attendance review	
11	Athletic grade checks (every two weeks)	
12	Building-wide growth goal initiatives	
13		
14		
15		
16		
17		
18		
19		



## Acceleration vs. Remediation

### The Opportunity Gap

In the TNTP report, *The Opportunity Myth*, researchers set out to find out why so many students graduating from high school are unprepared to meet their goals for college and careers. They discovered an opportunity gap in which too many students spend most of their time in school without access to four key resources:

- grade-appropriate assignments,
- strong instruction,
- deep engagement, and
- teachers who hold high expectations.

There is a strong tendency for schools, based on past practice, to want to remediate student learning gaps and **delay access** to grade-level work until all the missing learning is remediated. Unfortunately, research shows that this approach moves students backwards by continuing to widen the academic gap between students who are being remediated and their grade-level peers (Rollins, 2014).

The TNTP researchers found, *"When students who started the year behind grade level had access to stronger instruction... they closed gaps with their peers by six months; in classrooms with more grade-appropriate assignments, those gaps closed by more than seven months."*

### A Sense of Urgency

The pandemic and the unplanned shift to remote learning have widened this opportunity gap for many students across the state. Many children have experienced less than optimal situations during the pandemic, whether related to a lack of in-person learning opportunities, social isolation, resource scarcity, or family or caregiver stressors. Daniel J. Bryant, in *The Rise of Adverse Childhood Experiences During the COVID-19 Pandemic* (Bryant, Oo, & Damian, 2020), has already documented the increase of adverse childhood experiences (ACEs) during the pandemic. Retention and remediation are the go-to models for addressing learning loss but are based on deficit views of students and only serve to delay learning and further decrease student self-confidence and engagement. Now more than ever, educators need to provide students with "the most personalized and engaging instruction possible" by committing to

### What is Accelerated Learning?

Too often students with perceived academic gaps are put into remediation classes. Their access to grade-level content is delayed until all their academic gaps are filled. Research has shown again and again that this does not work (Rollins, 2014). Instead, learning should be accelerated. Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content.

Acceleration prepares students for new learning combined with "just-in-time" teaching of missing key skills and concepts in the purposeful context of current lessons.

Opportunities to accelerate learning rely on robust Tier 1 instruction that includes grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations for students. This robust instruction should be enhanced with supports targeted to the skills and services students need to stay on grade level.



accelerating learning for students who have fallen behind instead of remediating their learning (Darling-Hammond, et al., 2020).

## Acceleration vs. Remediation

Often educators associate acceleration with gifted education. However, academic acceleration includes a wide variety of educational and instructional strategies educators use to advance the learning progress of all students regardless of where they are in their learning trajectory. **Acceleration** focuses on preparing students for success with upcoming new learning and lays the foundation for continued academic growth. **Remediation**, on the other hand, delays opportunities to learn new content until students have mastered all missing skills and concepts, leaving them further and further behind their grade-level peers. The table below outlines the key differences between acceleration and remediation.

Acceleration	Remediation
<p>High expectations for all students</p> <ul style="list-style-type: none"> <li>Provides all students with access to effective, grade-level, Tier 1 instruction focused on the essential skills and concepts for that grade.</li> </ul>	<p>Low expectations for some students</p> <ul style="list-style-type: none"> <li>Supplants Tier 1 instruction for the most academically vulnerable by pulling students from the Tier 1 instruction for remediation.</li> </ul>
<p>Just-in-time support</p> <ul style="list-style-type: none"> <li>Supports are based on evidence of what a student knows and what they need for upcoming lessons based on clear grade-level learning goals for those lessons.</li> <li>Provides more exposure to grade-level essential skills and concepts by aligning supports with current classroom instruction.</li> </ul>	<p>Just-in-case support</p> <ul style="list-style-type: none"> <li>Supports attempt to reteach every missing skill, based on the misconception that before students can learn new information, they must go back and master everything they missed.</li> <li>Often focuses on drilling students on isolated skills that might not be relevant to current grade-level lessons.</li> </ul>

## What does grade-level mean?

For most students, their grade-level learning trajectories are tied to age. With good Tier 1 instruction, including regular benchmark assessments of grade-level skills and concepts, 75-80% move through each grade with little or no need for extra support. There are students, however, whose learning trajectories are not necessarily tied to age. Some students advance through grade-level content quickly and are ready to move on earlier than others. On the other hand, some students with disabilities and some others may need more time to move through the essential skills and concepts of the grade level in a given discipline or may be



working on content more typical for a different grade or age level. Students with more significant disabilities may have alternate curricula aligned to their individual needs and post-school goals. Educators must recognize that some students are on different Tier 1 learning trajectories and must be prepared to provide the appropriate level of Tier 1 instruction.

## Getting Started with Accelerated Learning

### Michigan Department of Education Guides

To support educators in their understanding of accelerated learning and why accelerated learning is especially important in the aftermath of the pandemic, the Michigan Department of Education (MDE) is providing a series of guides on accelerated learning topics such as targeting support with tutoring, Tier 1 grade level instruction, and student engagement. The guides will be posted on the accelerated learning page of the MDE website which will continue to be updated with additional guides and other resources.

### The Michigan Integrated Continuous Improvement Process (MICIP)

MICIP should be used by districts in planning for and implementing an accelerated instructional model.

### Resources for Accelerated Learning

[Acceleration: Jump-Starting Students Who Are Behind \(ascd.org\)](http://www.ascd.org/publications/books/114026/chapters/Acceleration@Jump-Starting_Students_Who_Are_Behind.aspx)

This excerpt from the book [Learning in the Fast Lane: 8 Ways to Put All Students on the Road to Academic Success](http://www.ascd.org/publications/books/114026/chapters/Acceleration@Jump-Starting_Students_Who_Are_Behind.aspx) makes the case for accelerated learning and provides a framework for implementing acceleration.

[http://www.ascd.org/publications/books/114026/chapters/Acceleration@ Jump-Starting Students Who Are Behind.aspx](http://www.ascd.org/publications/books/114026/chapters/Acceleration@Jump-Starting_Students_Who_Are_Behind.aspx)

[Acceleration, not Remediation: Lessons from the Field](https://fordhaminstitute.org/national/commentary/acceleration-not-remediation-lessons-field)

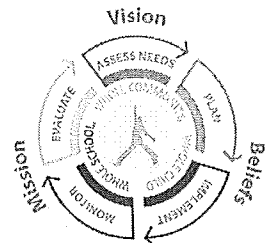
This report from the Thomas Fordham Institute provides insights from school leaders who have implemented an acceleration model.

<https://fordhaminstitute.org/national/commentary/acceleration-not-remediation-lessons-field>

[Guiding Schools' COVID-19 Recovery Decisions Using Data and Evidence](https://annenberg.brown.edu/recovery)

The EdResearch for Recovery Project at the Annenberg Institute for School Reform at Brown University has published a series of research briefs in five categories: Student Learning, School Climate, Supporting All Students, Teachers and Leaders, and Finances and Operations.

<https://annenberg.brown.edu/recovery>





## Learning Acceleration Guide

This toolkit from TNTP outlines specific goals and strategies that can help schools begin to accelerate the learning of students back to grade level in any instructional format—in-person, virtual, or hybrid. The toolkit provides special emphasis on the two most important things schools should prioritize right now: grade-appropriate assignments and strong instruction.

<https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-guide>

## Rethinking Intervention - Instruction Partners

This document provides a series of conversations with education leaders, researchers, and practitioners. The conversations challenge educators to think deeply about what drives and challenges intervention and how to accelerate student learning after many months away from school. Resources include videos and guides for professional learning communities.

<https://instructionpartners.org/rethinking-intervention>

## Restarting and Reinventing School: Learning in the Time of COVID and Beyond

This report provides an overarching framework that focuses on how policymakers, as well as educators, can support equitable, effective teaching and learning regardless of the medium through which that takes place. This framework provides research, state and local examples, and policy recommendations in 10 key areas that speak both to transforming learning and to closing opportunity and achievement gaps.

<https://restart-reinvent.learningpolicyinstitute.org>

## The Acceleration Imperative: A Plan to Address Elementary Students' Unfinished Learning in the Wake of COVID-19

This open-source, evidence-based resource from the Thomas B Fordham Institute provides a model recovery plan designed to evolve with the input of users.

<https://caocentral.wiki>

## References

- Bryant, D. J., Oo, M., & Damian, A. (2020). The rise of adverse childhood experiences during the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), 93-94. <https://doi.apa.org/fulltext/2020-43450-001.html>
- Darling-Hammond, L., Schachner, A., Edgerton, A., et al (2020). *Restarting and reinventing school: Learning in the time of COVID and beyond*. Palo Alto, CA: Learning Policy Institute. Retrieved from <https://restart-reinvent.learningpolicyinstitute.org>
- Rollins, S. P. (2014). *Acceleration: Jump-Starting Students Who are Behind*. Retrieved from ASCD: [http://www.ascd.org/publications/books/114026/chapters/Acceleration@\\_Jump-Starting\\_Students\\_Who\\_Are\\_Behind.aspx](http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx)



LAPWAI MIDDLE-HIGH

TEACHER PRO D

*August 22nd,  
8:00AM-3:30PM*

**TIME SHEET &  
COMPENSATION**

ALL CERTIFIED TEACHERS ARE INVITED TO  
WORK ON SPECIFIC MATH (WITH JOSH  
WATSON) AND SPECIFIC ELA WORK (WITH  
LISA NELSON) ON AUGUST 22ND.

### FOCUS:

- Formative assessments
- Essential standards
- Data collection, analysis,  
and what to do with the  
data



**PLEASE  
RSVP**





Here is a Rough Outline

## I. PLC Guiding Questions

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

## II. Focus Standards

1. Each Class will collect Focus Standards
  1. A. 2-3 Literature, 2-3 Informational, 2-3 Writing, each quarter
  2. These will be the standards that are being taught explicitly, assessed using formative and summative assessments, a progress will monitored and shared with PLTs
2. Each Class will Compare this list with ISAT (other) Data
3. Standards will be placed into a quarter map. Adjustments can be made in the next step
4. We will look at Unwrapped Documents for each chosen standards, these will include important vocabulary terms and student-friendly I can statements
5. Document: Quarter Map + Unwrapped Doc

## III. Assessments

1. We will scour resources available to each teacher and/or staff to find formative assessment questions



resources. (A Formative assessment will be created for each focus standard.)

2. A Standards Data Collection Tool

1. Students names column, Each Standard Formative, check box for intervention, another formative, Benchmark

3. Discussion and Protocols, how we use these on Fridays

Turn in for credit

1. Quarter Focus Standard Map

2. Unwrapped Docs for each focus standard

3. Formative Assessment for each standard (5 questions). At least three today.

4. Sharable Data Collection Tool be monitored and shared with PLTs

1. Each Class will Compare this list with ISAT (other) Data

2. Standards will be placed into a quarter map. Adjustments can be made in the next step

3. We will look at Unwrapped Documents for each chosen standards, these will include important vocabulary terms and student-friendly I can statements

4. Document: Quarter Map + Unwrapped Doc

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2. Unwrapped Docs for each focus standard
3. Formative Assessment for each standard (5 questions). At least three today.
4. Sharable Data Collection Tool



**LMS-LHS PLT/PD COLLABORATIVE CALENDAR 2023-2024**

<b>AUGUST LT DATE:</b>		AUGUST ELA/MATH PD: 8/22, 8/23	
AUGUST STAFF PD DAYS: 8/23, 8/24, 8/25, 8/28		FIRST DAY OF SCHOOL 8/29	
<b>SEPTEMBER</b> LT DATE:	9/8 PLT's	Smart goals, norms, google folder sharing of agenda/minutes	
		Formative assessment identification	
	9/8 Friday PD	Cultural-based rubric	STEP/Runninghorse
		Nez Perce Principles	
	9/15 PLT's	Smart goals, identify whole staff PD training needs for the PLT to lead PD	
		ISAT student smart goal review and conference plan	
	9/15 Friday PD	PowerSchool	Check in and identified training opportunities
		Build Up Block-Rewards	
		ELA PLT INTRODUCTION	BEANSTACK PROGRAM
	9/22 PLT's	Set an agenda and action plan for PLT	
	9/22 Friday PD	PLT Smart goals & staff PD training needs/topics identified	PLT Smart goals & staff PD training needs/topics identified
<b>OCTOBER</b> LT DATE:		STAR Fall benchmark & ISAT TA administration and action planning	
	9/29 PLT's		
	9/29 Friday PD (IPLP's due)	PBIS Tier 1 review and Tier 2 intro	PBIS PLT
		POWER UP student smart goals and resources development	
	10/6 PLT's		
	10/6 Friday PD	Fred Jones (1 of 14 hrs)	
	10/13 PLT's		
	10/13 Friday PD		
	10/20 PLT's		



	10/20 Friday PD	Fred Jones (2 of 14 hrs)	
	10/27 PLT's		
	10/27 Friday PD		
<b>NOVEMBER</b> LT DATE:	11/3 PLT's		
	11/3 FALL PTC'S	FALL PARENT-TEACHER CONFERENCES	
	11/10 PLT's		
	11/10 Friday PD	Fred Jones (3 of 14 hrs)	
	11/17 PLT's		
	11/17 Friday PD		
	11/22	THANKSGIVING BREAK, NO SCHOOL	
	11/24		
	12/1 PLT's		
	12/1 Friday PD	Fred Jones (4 of 14 hrs)	
<b>DECEMBER</b> LT DATE:	12/8 PLT's		
	12/8 Friday PD		
	12/15 PLT		
	12/15 Friday PD	STAFF CAMARADERIE GET TOGETHER	
	12/18 TO 1/1	WINTER BREAK, NO SCHOOL	



# QUICK GUIDE: TIER 2 5-STEP IMPLEMENTATION



## INTRODUCTION

The purpose of Tier 2 intervention is to proactively provide an additional layer of supports and instruction to build the skills needed for students to access core instruction, participate with grade level peers, and ultimately to be successful within the educational setting with Tier 1 supports. Tier 2 interventions are also intended to prevent the need for more intensive and individualized, Tier 3 interventions. There are six key practices that should be represented within Tier 2 interventions:

- Increased instruction and practice with self-regulation and social skills
- Increased adult supervision
- Increased opportunity for positive reinforcement
- Increased pre-corrections
- Increased focus on possible function of problem behavior
- Increased access to academic supports

## INFORMATION

Step 1. Identify	<p>Determine what information will be used to identify students at risk for more serious behaviors of concern. A variety of information sources can be used to identify students and can include office discipline referrals (ODRs), attendance, academics, etc. The Tier 2 team will set decision rules specific to each data source for when a student will be considered for Tier 2 intervention.</p> <p>A universal screener is another source of data for identifying at-risk students. The universal screener is helpful in identifying the student's primary area of need.</p> <ul style="list-style-type: none"> <li>• It is highly recommended that schools establish a process for teachers/staff, parents, and students to submit a request for support.</li> </ul>
Step 2. Match	<p>After a student is identified as needing Tier 2 interventions, the Tier 2 team will use existing information to determine the primary area of need (a universal screener can help with this step) and think functionally about the behavior of concern to determine the primary hypothesized function of behavior. Once the area of need and hypothesized function are determined, the Tier 2 team will match the student to an appropriate Tier 2 intervention from the menu of interventions available at that school.</p> <p>It is important that all Tier 2 interventions contain these features:</p> <ul style="list-style-type: none"> <li>• Similar implementation of the intervention across students</li> <li>• Continuous availability of and quick access to the intervention</li> <li>• All necessary school staff trained in the intervention</li> <li>• Intervention is consistent with schoolwide expectations</li> <li>• Intervention is flexible based on data and function</li> <li>• The student agrees to participate</li> <li>• Data is used to continuously monitor progress</li> </ul>





## QUICK GUIDE: TIER 2 5-STEP IMPLEMENTATION



Step 3. Assign and Implement	After a student is matched to an appropriate intervention based on need and function, the Tier 2 team will assign the student to the intervention. The intervention coordinator will then notify all necessary parties (e.g., teacher, parents, student) and ensure that staff and the student are trained on the specific intervention. Implementation of intervention should begin within three to five days of the student being identified for Tier 2 intervention.
Step 4. Monitor Progress	It is critical that the Tier 2 team ensures that data is collected both to monitor fidelity of implementation for each intervention and to monitor student progress.
Step 5. Make Data-Based Decisions	<p>The Tier 2 team is responsible for establishing decision-making criteria for each intervention. These criteria determine when a student's intervention may be modified, faded, or graduated.</p> <p>The Tier 2 team should regularly (e.g., every 2 weeks) review progress monitoring data to determine effectiveness of interventions provided to students. When reviewing student progress data, the team will use the decision rules to guide decision-making for each student receiving Tier 2 interventions and determine next steps (e.g., modify, fade, graduate).</p>
<p>*The 5-Step Implementation Framework for Tier 2 is adapted from the journal article published by McDaniel, Bruhn, and Mitchell in 2015, A Tier 2 Framework for Behavior Identification and Intervention. This framework is intended to guide teams through the process of establishing an effective system and practices for Tier 2 implementation to support students at risk for more serious behaviors of concern.</p>	



# Lapwai Jr./Sr. High School



## ***Positive Behavioral Interventions & Supports (PBIS) Staff Handbook***



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# ***PBIS Tier 2***



## **Purpose of Tier 2**

The purpose of Tier 2 intervention is to proactively identify students at risk of engaging in more serious, behaviors of concern. Targeted interventions, often in small groups, are utilized to teach skills and provide supports necessary for students to access core instruction, participate with grade-level peers, and to achieve success with Tier 1 supports. Additionally, Tier 2 interventions help to prevent the need for more individualized and intensive, Tier 3 interventions. **\*\*Add any additional information you would like to include here.**



## **Step 1: Identify**

Our school utilizes the following sources of information to identify students at risk for more serious contextually inappropriate behavior. The initial processes and decision rules for each source are outlined in the table below. Once a student is identified to be considered for Tier 2 intervention through any of the information sources, the team will follow the plan to determine if intervention is necessary and which would be most appropriate. **\*\*Add any additional information you would like to include here.**

### **Information Sources, Process, and Decision Rules**

<b>Information Source</b>	<b>Initial Process &amp; PBIS Team Responsible</b>	<b>Decision Rules</b>
<b>Office Discipline Referrals</b>	Enter your school's initial process for this data source & PBIS team responsible here.	<ul style="list-style-type: none"> <li>● Decision rule 1</li> <li>● Decision rule 2</li> <li>● Decision rule 3</li> </ul>
<b>Attendance</b>	Enter your school's initial process for this data source & PBIS team responsible here.	<ul style="list-style-type: none"> <li>● Decision rule 1</li> <li>● Decision rule 2</li> </ul>
<b>Screener – SDQ</b>	Enter the screener being used, your school's initial process for this data source & PBIS team responsible here.	<ul style="list-style-type: none"> <li>● Enter screener specific decision rules here.</li> </ul>
<b>Requests for Assistance</b>	Enter your school's initial process for this data source & PBIS team responsible here.	<ul style="list-style-type: none"> <li>● Update if different at your school]</li> <li>● All completed request forms will be reviewed, and next steps completed</li> </ul>



## Plan Once a Student is Identified:

**\*\*Update to reflect your school's plan once a student is identified.**

1. The Tier 2 team will meet with the student's teacher, staff member, and/or parent to complete #s 1 – 3 of the *Request for Assistance form* (if not already completed)
2. The Tier 2 team will complete #4 of the *Request for Assistance form* to ensure access to necessary existing data. This includes:
  - Attendance
  - Office Discipline Referrals (ODRs)
  - Behavioral screening data
  - Reading and math screening data
3. The Tier 2 team will meet to review information gathered and complete #s 5 – 6 of the *Request for Assistance form*
4. If the team determines that Tier 2 intervention is necessary, the team will:
  - Use functional thinking to hypothesize the primary function of the behavior
  - Identify primary area of need
  - Match to an appropriate Tier 2 intervention
  - Identify the contextually appropriate replacement behavior
  - Begin implementation within five days



## **Step 2: Match**

Once a student is identified and the Tier 2 team determines the need for intervention, the matching table will be used to match the student's primary need and hypothesized function of behavior to the most appropriate intervention. See the *Tier 2 Intervention Summary* below, for additional information regarding the Tier 2 interventions available at this school. **\*\*Add any additional information you would like to include here.**

### **Matching Table**

**\*\*Customize this table to align with the interventions available at your school and the needs identified by your selected screening tool.**

Interventions & SDQ Area of Need	Social Skills/ Problem Solving Instruction  Area of Need: Peer Problems	(PENDING) Coping Skills Instruction  Area of Need: Emotional Symptoms	Self-Monitoring, Self-Graphing, and Goal Setting  Area of Need: Hyperactivity/ Inattention	Check-In, Check-Out (CICO) and CICO Variations  Area of Need: Conduct	Behavior Contacts  Area of Need: Conduct
Function of Behavior: Sensory Automatic reinforcement			X		
Function of Behavior: Escape Avoid tasks Avoid peers Avoid adults			X		X
Function of Behavior: Attention Get peer attention Get adult attention			X	X	
Function of Behavior: Tangible Access to item Access to event			X	X	X



## Intervention Summary

Intervention Information	Check-In, Check-Out	Self-Monitoring	Check & Connect	Behavior Contracts	Social Skills/ Coping Skills Groups
<b>Coordinator</b>	Buck/Georgia	Emma/Ada/Micah	Micah/LoriLynn	Buck/D'Lisa/Georgina	Micah/JoshN/Emma/Ada
<b>Description</b>	<ul style="list-style-type: none"> <li>• Additional instruction, modeling, and practice with identified skills/ expectations and support with preparedness at the beginning of each day</li> <li>• Check-in and check-out daily with an adult</li> <li>• Regular feedback and reinforcement from teachers</li> <li>• Increased positive interactions with adults</li> <li>• Daily performance data used to evaluate progress</li> <li>• Opportunities for self-regulation and self-management</li> <li>Increased home-school collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulation and self-management instruction in how to think about, be aware of, and record the students' own behavior</li> <li>• Regular feedback and reinforcement from teachers</li> <li>• Increased positive interactions with adults</li> <li>• Daily performance data used to evaluate progress</li> <li>• Increased home-school collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Students matched with a mentor</li> <li>• Mentor monitors risk factors daily/weekly</li> <li>• Regular feedback, reinforcement, and problem-solving with mentor</li> <li>• Intensive intervention component if risk factors increase</li> <li>• Increased home-school collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a negotiated agreement between the student and teacher/ counselor</li> <li>• Describes a specific behavior to increase</li> <li>• Includes a goal statement</li> <li>• Outlines what the student can earn by meeting the contract goal</li> <li>The contract is used to provide increased pre-correction and prompting of the expected behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Identify critical skills needed</li> <li>• Develop social skills lessons specific to skill areas identified and align with schoolwide values</li> <li>• Utilize a Behavior Skills Training (BST) model for instruction (teach, model, practice, and provide feedback)</li> <li>• Use generalization strategies with clear and specific activities that all staff can follow to promote generalization</li> </ul>
<b>Area(s) of Need</b>	Conduct	Hyperactivity/ Inattention	Conduct	Conduct	Peer Problems Emotional Symptoms
<b>Function(s)</b>	Attention Tangible	Sensory Escape Attention Tangible	Attention Tangible	Escape Tangible	Sensory Escape Attention Tangible
<b>Student Progress Monitoring Measure</b>	CICO daily progress report	Self-monitoring daily progress report	Check & Connect monitoring form	Permanent product or teacher-recorded data (e.g., per opportunity data) specific to the contract goal	Small group daily and weekly progress report
<b>Modify Criteria</b>	___ or more days in ___-week period below goal	___ or more days in ___-week period below goal	___ + unexcused absences, ___ + missing assignments, or a new ODR within a ___-week period	Does not meet contract for ___ consecutive weeks	Demonstrates target skill/behavior during ___ % or less opportunities in the natural setting



<b>Fade Criteria</b>	Meets or exceeds goal for ____ consecutive weeks	Meets or exceeds goal for ____ consecutive weeks	Meets or exceeds goal for attendance, work completion/submission, and behavior for ____ consecutive quarters.	Meets or exceeds contract goals for ____ consecutive weeks	Demonstrates target skill/behavior during 80% or more opportunities in the natural setting in ____ + observations completed across ____ weeks
<b>Graduate Criteria</b>	Meets or exceeds goal for ____ consecutive weeks	Meets or exceeds goal for ____ consecutive weeks	Meets or exceeds goal for attendance, work completion/submission, and behavior for ____ consecutive quarters	Meets or exceeds goal for ____ consecutive weeks	Demonstrates target skill/behavior during ____ % or more opportunities in the natural setting in ____ + observations completed across 8 weeks
<b>Reference/Resource Materials</b>	Hawken, L.S., Crone, D.A., Bundock, K., & Horner, R.H. (2021). Responding to problem behavior in schools: The check-in, check-out intervention. New York: The Guildford Press <a href="http://www.guilford.com">www.guilford.com</a>	<a href="http://www.nldline.com/self_regulation.htm">http://www.nldline.com/self_regulation.htm</a>  <a href="http://www.lehigh.edu/projectreach/teachers/self-management/sm-implementation.htm">http://www.lehigh.edu/projectreach/teachers/self-management/sm-implementation.htm</a>  <a href="http://specialed.about.com/od/characterbuilding/ss/Self-Monitoring.htm">http://specialed.about.com/od/characterbuilding/ss/Self-Monitoring.htm</a>	Christenson, S.L., Thurlow, M.L., Sinclair, M.F., et al.(2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of MN <a href="https://ici.umn.edu/">https://ici.umn.edu/</a>	<i>Cook, C. R. (n.d.). Evidence-based Behavior Contract System: Brokering a Deal with the Student to Get Better Behavior.</i> University of Washington. <a href="#">Evidence-Based Behavior Contract System: Brokering a Deal with the Student to Get Better Behavior.</a> Clayton R. Cook, PhD, University of Washington.	Elliot, S. & Gresham, F (2008). Social skills improvement system (SISS) intervention guide. Minneapolis, MN: Pearson. <a href="http://www.PearsonAssessments.com">www.PearsonAssessments.com</a>  Second Steps: A violence prevention curriculum <a href="http://www.cfchildren.org/ssf/ssf/ssindex/">www.cfchildren.org/ssf/ssf/ssindex/</a>  First Step Next <a href="http://www.firststeptosuccess.org">www.firststeptosuccess.org</a>



### **Step 3: Assign & Implement**

After being matched to an appropriate intervention based on need and function, the student is then assigned to the intervention and the implementation process begins. A student should begin receiving intervention within five days of being identified for Tier 2 intervention. **\*\*Add any additional information you would like to include here.**

#### **Implementation Plan**

**\*\*Update to reflect your school's implementation plan.**

1. All teachers and staff will participate in training annually specific to each Tier 2 intervention available at this school. Additional mid-year training will be provided, as needed, for teachers and staff hired after the initial training is provided. The Tier 2 team and Intervention Coordinators will collaborate to schedule training dates and times.
2. When students are assigned to a given intervention, the Intervention Coordinator will contact the student's parent to provide information about the school's plan to support the student, communicate the intervention to be provided, and discuss home school/collaboration. Parents must provide verbal consent for students to participate in small group interventions.
3. After parents are notified, the Intervention Coordinator will meet with the student to discuss the school's plan to support them, explain next steps, discuss contingencies specific to the intervention, and provide training specific to the intervention, as needed.
4. The Intervention Coordinator will notify the student's teacher(s) of the intervention selected to support the student. The Intervention Coordinator will ensure that the teacher is aware of the student's goal and has all necessary documents and information specific to the intervention.
5. Student access to Tier 2 intervention will be tracked using the *Tier 2 Intervention Tracking form below*.



## Intervention Tracking Form

<b>Student Name</b>							
<b>Date Identified for T2</b>							
<b>Possible Function</b>	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible	<input type="checkbox"/> Sensory <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Tangible
<b>Area of Need</b>	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct	<input type="checkbox"/> Peer Prob <input type="checkbox"/> Emotional <input type="checkbox"/> Hyper/Inatt <input type="checkbox"/> Conduct
<b>Date Parent Notified</b>							
<b>Goal</b>							
<b>CICO</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:
<b>"TRIAL" SS Group</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:
<b>"TRIAL" Coping Skills</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:
<b>Self-Monitor</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:
<b>Behavior Contract</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:
<b>Check &amp; Connect</b>	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:	Start: Mod: Fade: Grad:



## **Step 4: Monitor Progress**

In order to ensure that Tier 2 interventions are consistently implemented as intended across students, fidelity of each implementation will be monitored regularly. Additionally, data will be collected regularly to measure student progress within a given intervention to ensure that students are benefiting from participation in Tier 2 interventions. The plan for monitoring student progress is described below. **\*\*Add any additional information you would like to include here.**

### **Student Progress Monitoring**

**\*\*Update this section specific to how your school will address progress monitoring.**

Data will be collected to measure student progress daily; however, the measures will be specific to each intervention. The specific student progress monitoring measure for each intervention is listed in the Tier 2 Intervention Summary. Criteria specific to each intervention regarding when to modify, fade, and graduate a student from an intervention is outlined in the Tier 2 Intervention Summary.



## **Step 5: Make Data-Based Decisions**

The Tier 2 team will meet regularly (e.g., every two weeks) to review student data and analyze progress within an intervention. The team will follow the decision rules outlined in the *Tier 2 Intervention Summary* to make decisions regarding when to modify, fade, or graduate a student from an intervention. An update on progress within a given intervention will be provided monthly to each student's parent(s) and teacher(s).

The Tier 2 team will provide a summary of the overall effectiveness of each intervention at the end of each quarter to staff and district leadership. This information will be used to guide decisions regarding needed systems and practices to support the effectiveness of Tier 2 interventions at our school.





# LAPWAI MIDDLE-HIGH SCHOOL

## Digital Learning Agreement

As a student and a digital citizen, I agree to:

### Be responsible. I will ...

- ☐ Do my best to complete my schoolwork and assignments.
- ☐ Take care of my device by:
  - ☐ not dropping or tossing it.
  - ☐ putting it down on a clean, flat surface.
  - ☐ not eating or drinking when I use it.
- ☐ Tell my teacher and parent or caregiver if my device is broken, stolen, or lost.
- ☐ \_\_\_\_\_

### Stay safe. I will ...

- ☐ Not share my school account passwords with anyone other than my teacher and parent or caregiver.
- ☐ Not create accounts or share private information without my family's permission. (This includes my full name, date of birth, address, phone number, and photos or videos of myself.)
- ☐ Tell my teacher or an adult I trust if anything makes me feel uncomfortable online, or if anyone acts inappropriately toward me.
- ☐ \_\_\_\_\_

### Think first. I will ...

- ☐ Remember that teachers and administrators can see whatever I say and do on a school-issued device during video meetings, in emails and chats, and on shared documents.



- ☐ I respect my online privacy and I don't share my name, email, address, phone number, or future employers to see because posts and comments can be saved and shared without my knowledge.
- ☐ Investigate whether a source is credible because not all information online is true.
- ☐ Give proper credit whenever I use, reference, or share someone else's creative work online.

☐ \_\_\_\_\_

### Speak up. I will ...

- ☐ Communicate with my teacher if I'm confused about or need help with anything, if I'm having trouble managing my workload, or if I can't access something I need for class.
- ☐ Be a good friend to my classmates by not bullying, humiliating, or upsetting anyone online, and also by speaking up or asking for help if I see someone being treated poorly.

☐ \_\_\_\_\_

### Stay balanced. I will ...

- ☐ Avoid multitasking while I'm focusing on schoolwork or homework.
- ☐ Help my family come up with a reasonable media plan and follow it.
- ☐ Include time in my day for doing activities that don't involve electronic devices, eating healthy food, and getting some exercise.
- ☐ "Pause for people" by looking up and paying attention if someone wants to talk to me when I'm on my device.

☐ \_\_\_\_\_

### In exchange, my parent or caregiver will ...

- ☐ Support my digital learning by setting me up for success.
- ☐ Communicate regularly with my teacher about my progress.
- ☐ Ask me how I'm using technology responsibly to learn, create, and participate as a digital citizen.

☐ \_\_\_\_\_

Signed by me

Signed by my parent or caregiver

Date



# Lapwai Jr-Sr High School PBIS Behavior Expectations

	<b><u>Be Respectful</u></b> <b><u>Qa'ánnin'</u></b>	<b><u>Be Responsible</u></b> <b><u>Timmíyunin'</u></b>	<b><u>Be Safe</u></b> <b><u>Namá'íyanin'</u></b>	<b>Digital Citizenship</b>
<b><u>All Areas</u></b>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Respect others and self (including property, clothing and language choices)</li> <li>*Treat others as you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>*Be here every day</li> <li>*Be on time</li> <li>*Leave personal items in locker (phones, iPods, iPads, mp3 player, all electronic devices)</li> </ul>	<ul style="list-style-type: none"> <li>*Make smart choices</li> <li>*Be bully-free in words and actions</li> <li>*Keep hands, feet, and objects to yourself</li> <li>* Inform an adult about Dangerous objects behaviors and substances</li> </ul>	<ul style="list-style-type: none"> <li>*Personal electronic devices (i.e. cell phones, headphones, smart watches, etc.) are turned off and left at home or in your assigned hallway lockers</li> <li>*Use social media off school grounds only</li> </ul>
<b><u>Classrooms</u></b>	<ul style="list-style-type: none"> <li>*Kind words and actions</li> <li>*Use quiet voices</li> <li>*Follow directions quickly</li> <li>Use listening active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>*Make smart choices</li> <li>*Do your best</li> <li>*come to class prepared</li> <li>*Listen respectfully</li> <li>Use break times responsibly</li> <li>Leave backpacks, purses, makeup bags etc....</li> </ul>	<ul style="list-style-type: none"> <li>*Follow class rules</li> <li>*Leave class with permission</li> <li>*Stay in assigned area</li> <li>*Leave chair and desk legs on floor.</li> </ul>	<ul style="list-style-type: none"> <li>*Personal electronic devices are turned off and left at home or in lockers</li> <li>*Class work is completed on school devices only</li> </ul>
<b><u>Passing Areas</u></b> (Hallways, stairs, foyer, sidewalks, breezeway)	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Hands &amp; feet to self</li> <li>*Use kind and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to destination &amp; back</li> </ul>	<ul style="list-style-type: none"> <li>*Walk safety with purpose</li> </ul>	<ul style="list-style-type: none"> <li>* Personal electronic devices remain turned off and in lockers except during lunch break</li> </ul>
<b><u>Cafeteria/Lunch Break</u></b>	<ul style="list-style-type: none"> <li>*Follow instructions of staff</li> <li>*Touch and eat your own food</li> <li>*Stay in line/ keep your place in line</li> </ul>	<ul style="list-style-type: none"> <li>*Food &amp; drink in cafeteria only</li> <li>*Clean up your area</li> <li>*Stack up chairs (high school only)</li> </ul>	<ul style="list-style-type: none"> <li>*Drive safe(high school)</li> <li>*Stay in designated areas only</li> </ul>	<ul style="list-style-type: none"> <li>*Get your Personal electronic device out of your locker before going to the cafeteria</li> <li>*Follow school-wide technology use expectations during breakfast and lunch</li> <li>*Remember digital consent</li> </ul>
<b><u>Outside Activities</u></b>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Play fair</li> <li>*Take turns and share equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Respect ,use and return equipment properly</li> <li>Take care of facilities</li> </ul>	<ul style="list-style-type: none"> <li>*Follow same rules at lunch break</li> <li>*inform an adult about dangerous objects and behavior</li> </ul>	<ul style="list-style-type: none"> <li>*Follow school-wide technology use expectations during recess and free-time</li> </ul>



# Lapwai Jr-Sr High School PBIS Behavior Expectations

	* use Positive behavior and language		*Play safely *Stay in assigned areas	*Remember digital consent
<b><u>Bathrooms</u></b>	*Respect privacy *Use quiet voices	*Flush the toilet *Wash your hands *Return to class quickly Use sign out sheet Report and inform safety/maintenance issues	*Walk *Throw trash away *Keep water & soap in sink	*Leave all technology outside of the bathroom areas (including cell phones)
<b><u>Gym</u></b>	*Follow adult instructions *Encourage others *Share equipment	Respect, use and return equipment. *Follow Gym rules Leave all food and drinks outside gym	*Play safely *Only in gym with adult supervision	*Leave technology outside the gym *Remember that all events in the gym are technology free
<b><u>Library</u></b>	*use quiet voices *Follow directions *Respect other's space	*Use star/bookmarker when picking out book *Respect, use, and return books and computers Return books on time *Take care of books and computers	*Walk *Follow library rules *Supervised by adult	*Use technology appropriately, staying on assigned programs *Ask permission to visit sites *Handle technology with care *Responsibly log in and out of devices
<b><u>Bus/Pick-Up Zone</u></b>	*Follow bus drivers' and staff's directions *Respect others' space Use quiet voices	*Carry your own things on and off the bus *Throw away your trash *Remain seated until it is time to get off	*Keep head and arms inside the windows *Keep feet and backpacks out of the aisle *Walk to and from the bus	*Respect others' digital privacy * Use headphones so that the bus driver can drive safely with no noise distractions
<b><u>Assemblies</u></b>	*Remain respectful to the presenter *Keep all electronic devices in locker during assemblies	*Enter and exit quietly *Pick up trash on way out *Follow gym rules	*Remain seated *Walk with class *Stay with class	*Devices in lockers *Still in school, so assemblies are treated as a classroom
<b><u>Emergencies</u></b>	*Listen and follow directions quickly * use quiet voices	*Be alert *Provide assistance if asked	*remain calm *Stay quiet *Walk with class	*Follow Emergency Procedures *Do not stop at lockers *Devices stay in lockers
<b><u>Technology</u></b>	*Stay on right sites *Do not take photos or videos of others	*Safe searches only *School appropriate images only	*Make smart choices *Follow rules at all times *Inform adults of any inappropriate technology use	*Every Student know and follow Student Handbook Policies






# LAPWAI MIDDLE-HIGH SCHOOL

## SCHOOL SUPPLY LIST FOR GRADES 6-12

***\*Suggested school supplies for the 2023-2024 school year.***

Safety items optional: Personal hand sanitizer, personal mask		<div><h3>SAFETY GOAL</h3><p>We highly encourage they have a binder that zips or has a pencil case attached. The popular cases students have been using are fabric cases that have a zipper or handle. We will train and practice being safe and keeping our personal learning tools sanitized, not sharing items with others.</p></div> <div><p>School assisted online registration begins August 16-17, 2023 at the High School Commons.</p><p>*First day of school is August 29<sup>th</sup>, 2023.</p></div>	
6 <sup>th</sup> Grade			Check off
1	3-ring binder (zip up Trapper Keeper)		
3	Packs loose leaf paper		
4	Composition notebooks		
1	Pencil bag with 3-hole punch (see photo)		
3	Package #2 pencils (or mechanical)		
1	Package colored pencils		
1	Package pens (colorful)		
1	Ruler with inches and centimeters		
5	Glue sticks		
1	Pair of scissors		
5	Folders (3-hole punched)		
2	Erasers large		
2	Highlighters		
1	Package Expo dry erase markers		
7 <sup>th</sup> -12 <sup>th</sup> Grade MS-HS			Check off
3	3-ring binders (1-1 1/2 inch)		
4	Notebook dividers		
5	College ruled loose-leaf paper		
5	Spiral notebooks (college ruled)		
1	Composition notebook		
1	Pencil bag/box		
4	Package #2 pencils		
1	Package of blue or black pens		
2	Erasers large		
Middle School & High School Social Studies List			
1	Pencil bag/box		
1	3-ring binder		
1	Package of 5 dividers just for Soc. St.		
2	Boxes of pencils		
1	Pencil sharpener		
1	Package of pens		
Middle School Language Arts			
1	Pencil bag/box		
1	Package 5 different colored high lighters		
	Small sticky notes		
1	Package 3x5 notecards		
1	Box of colored pencils/markers		
1	Pair of small scissors		

CALL 208-843-2241 WITH ANY QUESTIONS, or email [wildcats@lapwai.org](mailto:wildcats@lapwai.org).





# LAPWAI SCHOOL DISTRICT Special Forces Team

Board Back-Up  
August 2023

If we commit to sharing a profound belief in the boundless potential of our special education students, identifying and nurturing their individual strengths, talents, and passions will become an essential element in their education. Obstacles to realizing this potential will be systematically dismantled. We would refuse to condone a system that defaults to labeling our students as “less capable” or isolating them in restrictive programs based solely on how their disability is manifested in an educational setting. Instead, as an educational system we would commit to adopting teaching strategies and services that regard our students as intellectual and innovative individuals poised to shine. We should perceive our educators not merely as instructors, but as liberators, unlocking and championing our students’ inherent excellence.

*Lori Ravét, Special Education Director, Lapwai School District*

The Individuals with Disabilities Education Act (IDEA) is a U.S. federal law that ensures students with disabilities receive the special education and related services they require. Under IDEA, there are 13 categories of disabilities. The following is a brief description of each:

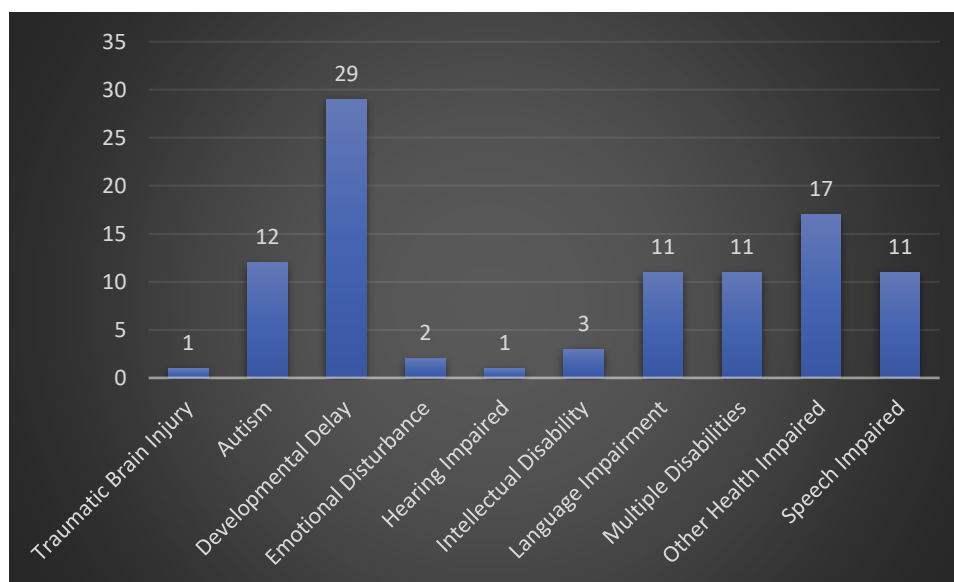
1. Autism: This encompasses a range of conditions characterized by challenges with social skills, repetitive behaviors, and communication difficulties.
2. Deaf-Blindness: This involves simultaneous hearing and visual impairments, creating unique needs that can't be accommodated by addressing just one of the impairments.
3. Deafness: A severe hearing impairment that adversely affects educational performance and isn't improved with amplification.
4. Emotional Disturbance: This includes conditions like schizophrenia and mood disorders but doesn't apply to children who are socially maladjusted, unless they also have an emotional disturbance.
5. Hearing Impairment: This involves permanent or fluctuating impairment in hearing, but isn't as severe as deafness.
6. Intellectual Disability: Characterized by significantly below-average intellectual functioning and adaptive behavior, it manifests before the age of 18.
7. Multiple Disabilities: This means concurrent impairments (e.g., intellectual disability and blindness), the combination of which results in educational needs that can't be met by addressing just one of the impairments.
8. Orthopedic Impairment: Severe orthopedic impairments that adversely affect educational performance. This might be caused by congenital anomalies, diseases, or other causes (e.g., cerebral palsy).



9. **Other Health Impairment:** This encompasses conditions that result in limited strength, vitality, or alertness, adversely affecting educational performance. Examples include ADHD, leukemia, or chronic asthma.
10. **Specific Learning Disability:** This includes disorders in understanding or using language, spoken or written, which can manifest in difficulties in listening, speaking, reading, writing, or mathematical abilities.
11. **Speech or Language Impairment:** This refers to communication disorders, such as stuttering, impaired articulation, language or voice impairments that adversely affect a child's educational performance.
12. **Traumatic Brain Injury:** This encompasses brain injuries caused by an external force, leading to total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance.
13. **Visual Impairment Including Blindness:** This means visual problems that, even with correction, adversely affect a child's educational performance.

Each category under IDEA comes with its own set of criteria for diagnosis and qualification for special education services. It's crucial to remember that having a disability in one of these categories doesn't automatically qualify a student for services; the disability must also adversely affect the student's educational performance.

At the conclusion of the 2023 school year, the Lapwai Special Education Program served 98 students. August 2023 registration and enrollment results will impact the number of students served during the beginning of the 2023-2024 school year. The following table identifies the areas of primary disability in which our students were eligible for special education services at the end of the 2022-2023 school year.



## Autism

Autism, being a neurodevelopmental disorder, can manifest in a variety of ways and influence numerous aspects of a student's educational experience. While every individual with autism is unique, and the degree and nature of challenges vary, here are some common ways autism might adversely affect a student's educational performance:

1. **Social Communication Challenges:**



- Difficulty in understanding social cues, body language, and facial expressions, which can affect peer interactions and group work.
- Struggling with understanding or using appropriate social skills can lead to isolation or difficulty in group settings.
- Difficulty in forming and maintaining friendships can affect a sense of belonging in the school community.
- Repetitive Behaviors and Restricted Interests:
  - Engaging in repetitive behaviors can be distracting in a classroom setting.
  - Intense focus on specific interests may make it challenging to engage in broader curriculum topics.

## 2. Sensory Sensitivities:

- Over-sensitivity to sensory stimuli, such as lights, sounds, or tactile sensations, can be distracting or distressing, hindering the learning process.
- Under-sensitivity to sensory stimuli may lead to seeking sensory experiences, which can be perceived as disruptive in a classroom.

## 3. Cognitive and Learning Challenges:

- Difficulties with executive functioning can affect skills like organization, time management, and transitioning between tasks or settings.
- Some students might struggle with abstract concepts or understanding figurative language.
- Challenges in generalizing skills from one setting to another can hinder the application of learned skills.

## 4. Emotional and Behavioral Regulation:

- Difficulty understanding or expressing emotions can lead to frustration.
- Unexpected changes in routine or environment might result in anxiety or behavioral outbursts.
- Difficulty in coping with unfamiliar or challenging situations can lead to avoidance behaviors.

## 5. Language and Communication:

- Delayed language development or non-verbal communication can hinder participation in classroom discussions or group projects.
- Literal interpretation of language might lead to misunderstandings or confusion with idioms, metaphors, or sarcasm.

## 6. Motor Skills:

- Challenges with fine or gross motor skills can affect tasks like writing, using scissors, or participating in physical education classes.

It's essential to understand that these challenges can range from mild to severe and may change over time. Some students with autism might excel in specific academic areas, particularly those aligned with their areas of interest, while facing challenges in other domains. An individualized approach, as offered in Individualized Education Programs (IEPs) or other tailored interventions, is crucial in addressing the unique needs of students with autism to ensure they have the best opportunity to succeed in an educational setting.



## Emotional Disturbance

Emotional Disturbance (ED), as it relates to educational settings, refers to a condition exhibiting one or more of the following characteristics over a long period and to a marked degree, which adversely affects educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

This definition, derived from the Individuals with Disabilities Education Act (IDEA) in the United States, serves as a guideline for identifying students who might need special education services due to emotional or behavioral challenges.

Adverse effects of emotional disturbance on a student's educational performance include:

1. **Academic Challenges:** Students with ED might struggle to focus, process information, or remember concepts, leading to potential academic delays.
2. **Interpersonal Difficulties:** Building and maintaining relationships with peers and teachers can be challenging, leading to feelings of isolation or exclusion.
3. **Behavioral Issues:** Inappropriate behaviors in the classroom, such as disruptions, aggression, or withdrawal, can impact the learning environment for both the student with ED and their classmates.
4. **Attendance Problems:** Due to anxiety, depression, or other emotional challenges, students might frequently miss school or avoid certain classes.
5. **Difficulty with Transitions:** Changes, whether daily transitions like moving between classes or larger transitions like advancing to a new grade, can be especially challenging for students with ED.
6. **Low Self-Esteem:** Feelings of inadequacy or self-doubt can affect a student's motivation and willingness to participate in academic or extracurricular activities.
7. **Sensitivity to Environmental Factors:** Elements like classroom seating, the demeanor of a teacher, or the noise level in a classroom can disproportionately affect students with ED.
8. **Difficulty with Task Completion:** Tasks that require prolonged focus or multi-step directions might be especially challenging, leading to incomplete assignments or projects.
9. **Risk of Dropping Out:** Due to the cumulative effects of these challenges, students with ED are at a higher risk of not completing their education.
10. **Social-Emotional Challenges:** Developing coping skills, resilience, and emotional regulation might be more challenging for students with ED, affecting how they handle adversity, stress, or conflict.

It's crucial to approach students with emotional disturbances with empathy, understanding, and tailored support. With appropriate interventions, counseling, a supportive educational environment, and potentially modifications in the curriculum or teaching strategies, many students with ED can succeed academically and socially.



## Hearing Impairment

Hearing Impairment refers to the loss of the ability to hear, either completely or partially. This loss can range from a slight to a total inability to detect or understand sounds at varying frequencies. The term "hearing impairment" is often used broadly and can encompass a range of hearing losses, from mild to profound, and includes those who are deaf.

Hearing impairment can adversely affect a student's educational performance in various ways:

1. **Access to Auditory Information:** Much of the traditional educational environment relies on spoken language, such as lectures, discussions, and instructions. Students with hearing impairments might miss out or misunderstand this auditory information.
2. **Language Development:** Auditory experiences play a crucial role in language development. Hearing impairments can lead to delays or differences in acquiring spoken language, impacting both verbal and written communication skills.
3. **Literacy Challenges:** Reading and writing skills are closely tied to language development. If there's a delay or difference in language acquisition due to hearing impairment, it can affect a student's literacy skills.
4. **Class Participation:** Engaging in discussions, asking questions, or collaborating with peers can be more challenging for students with hearing impairments, impacting their participation and learning experience.
5. **Social Interaction:** Beyond academics, school is also a place for social interactions. Hearing impairments can lead to feelings of isolation, as students might miss out on casual conversations, group activities, or non-verbal auditory cues, leading to potential misunderstandings.
6. **Instruction Misunderstandings:** Without full access to verbal instructions, students might misunderstand assignments, projects, or exams, leading to lower performance through no fault of their own comprehension or ability.
7. **Fatigue:** Efforts to lip-read, focus on visual cues, or compensate for missed auditory information can be mentally exhausting, leading to fatigue, which can impact concentration and academic performance.
8. **Background Knowledge:** Much of our background knowledge is acquired incidentally – from overhearing conversations, listening to media, or casual discussions. Students with hearing impairments might miss out on these opportunities, leading to potential gaps in knowledge.
9. **Self-Esteem and Emotional Well-being:** Facing communication barriers and feeling different from peers can impact a student's self-esteem and emotional well-being, which in turn can influence motivation and academic performance.

However, with appropriate interventions and support, the adverse effects of hearing impairment on educational performance can be mitigated. This includes the use of assistive listening devices, sign language or oral interpreters, captioning, specialized training for teachers, and modifications in teaching strategies to ensure the student has full access to the curriculum.

## Intellectual Disability

Intellectual Disability (ID) is characterized by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.



The effects of an intellectual disability on a student's educational performance can be multifaceted:

1. **Cognitive Challenges:** Students with ID typically have difficulty with reasoning, problem-solving, and abstract thinking. This can impact their ability to grasp complex concepts, make connections between ideas, or apply knowledge in new situations.
2. **Skill Acquisition:** Learning new skills, whether academic or practical, may take longer. Repetition and consistent practice might be necessary for mastery.
3. **Adaptive Behaviors:** These are skills necessary for day-to-day life, such as personal care, safety, social skills, and basic responsibilities. Students with ID might struggle with these skills, affecting their independence and interactions in the school environment.
4. **Communication Difficulties:** Some students with ID may have difficulty understanding or using language effectively, impacting their ability to express needs, ask questions, or engage in discussions.
5. **Social Interactions:** While many students with ID desire and enjoy social interactions, they might struggle with understanding social cues, norms, or the nuances of interpersonal relationships. This can lead to challenges in forming friendships or collaborating with peers.
6. **Behavioral Concerns:** Some students with ID might exhibit challenging behaviors, such as impulsivity, difficulty with transitions, or difficulty regulating emotions in response to environmental stimuli.
7. **Generalization of Skills:** Transferring or applying skills learned in one setting to another can be challenging. For example, a math skill learned in the classroom might not be readily applied in a real-world setting without additional support.
8. **Motivation:** Due to repeated struggles or failures, some students with ID might experience decreased motivation or self-esteem, feeling that they can't succeed academically.
9. **Processing Information:** There might be a delay in processing information, which can impact the pace of lessons or the need for repeated instructions.
10. **Memory Challenges:** Some students with ID might have difficulty with short-term or working memory, which can impact tasks that require sequential steps or recalling information.

It's crucial to emphasize that students with intellectual disabilities can learn and achieve academic and life success. However, the pace, methodology, and support structures might need to be different from those for typically developing peers. Individualized Education Programs (IEP), differentiated instruction, hands-on learning experiences, life skills training, and a focus on fostering independence can significantly enhance the educational experiences of students with ID.

## **Multiple Disabilities**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Multiple Disabilities refers to the co-existence of two or more impairments (such as intellectual disability, orthopedic impairment, or visual impairment, including blindness). The combination of these impairments causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. It's worth noting that multiple disabilities do not include deaf-blindness as defined by IDEA.



The presence of multiple disabilities can have a profound effect on a student's educational performance in various ways:

1. **Complex Learning Needs:** The combination of disabilities often means that a student's educational needs are multifaceted. These students may require a unique blend of supports and accommodations.
2. **Mobility Challenges:** If one of the disabilities is orthopedic in nature, the student may face challenges in moving around, accessing materials, or engaging in typical classroom activities.
3. **Communication Barriers:** Many students with multiple disabilities face challenges with communication. This can make expressing needs, participating in discussions, or engaging in group activities difficult.
4. **Cognitive Impacts:** If one of the impairments is intellectual in nature, the student will likely face challenges related to cognition, comprehension, and application of knowledge.
5. **Social Interaction:** With multiple areas of impairment, social interactions can be especially challenging. This can lead to feelings of isolation or difficulties in forming peer relationships.
6. **Health Concerns:** Some students with multiple disabilities might have associated health needs or may be more susceptible to illnesses, leading to increased absences or the need for medical interventions during school hours.
7. **Sensory Integration:** If the combination of disabilities includes sensory impairments, students might struggle with integrating or interpreting sensory information, which can affect learning and interaction.
8. **Adaptive Skills:** Activities of daily living, such as feeding, toileting, or dressing, might be challenging, requiring additional support or interventions.
9. **Behavioral Concerns:** Due to the complexities of their disabilities, some students might exhibit challenging behaviors born out of frustration, communication barriers, or sensory challenges.
10. **Increased Dependence:** While independence is a goal for all students, those with multiple disabilities might need more extensive support and direct instruction to achieve even small steps toward independence.

It's paramount that educators, caregivers, and support staff work collaboratively to provide a holistic, individualized approach to education for students with multiple disabilities. This often involves a combination of specialized instruction, therapies, assistive technologies, and environmental modifications to create an optimal learning environment. The majority of students in the Lapwai Special Education program who are served in the category of Multiple Disabilities have an Intellectual Disability paired with a Language Impairment.

### **Other Health Impairment**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Other Health Impairment (OHI) is defined as having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment. This is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder (ADD or ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome, among others.

The effects of Other Health Impairments on a student's educational performance can vary significantly depending on the specific health condition, but some potential impacts include:



1. Absences: Chronic or acute health conditions may result in frequent absences from school, impacting the consistency of instruction and participation.
2. Fatigue: Many medical conditions can cause fatigue or lethargy, making it challenging for students to remain alert, engaged, or participate fully in academic tasks.
3. Concentration: Conditions like ADHD can make it hard for students to maintain focus, leading to difficulties in comprehending and retaining information.
4. Medication Side Effects: Some medications that manage health conditions might have side effects, such as drowsiness, decreased appetite, or mood fluctuations, which can impact school performance.
5. Physical Limitations: Certain health conditions may impose physical restrictions, limiting participation in physical education, field trips, or other extracurricular activities.
6. Social Challenges: Health challenges can sometimes make students feel different from their peers, leading to potential social isolation or difficulty in building relationships.
7. Behavioral Concerns: In conditions like ADHD or Tourette syndrome, there might be behavioral manifestations that can disrupt the learning environment or the student's own educational experience.
8. Inconsistent Performance: On some days, the student might perform exceptionally well, while on other days, due to the health condition, they might struggle significantly.
9. Emotional Challenges: Dealing with a chronic health condition can lead to feelings of frustration, sadness, or anxiety, which can impact motivation and academic performance.
10. Increased Need for Breaks: Regular breaks might be needed for rest, medication, or medical care.

For students identified with Other Health Impairment, it's crucial to provide tailored support in the educational setting. This might include individualized instruction, additional breaks, behavioral supports, or modifications in the classroom environment. Open communication between educators, healthcare professionals, parents, and the student ensures an understanding of the unique needs and challenges and allows for the creation of effective strategies to support the student's learning journey. Many of the students identified with Other Health Impairment in the Lapwai Special Education Program are served in that category due to an educational and/or medical diagnosis of ADHD.

### **Language and/or Speech Impairment**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Language Impairment is defined as a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

Language Impairment can be further categorized into:

1. Expressive Language Impairment: Difficulties with verbal expression, including challenges in producing the correct sounds, forming sentences, or finding the right words.
2. Receptive Language Impairment: Difficulties with understanding or processing language.

The adverse effects of Language Impairment on a student's educational performance include:

1. Comprehension Difficulties: A student might have trouble understanding lectures, directions, or reading materials, leading to challenges in executing tasks or assignments correctly.



2. **Expressive Challenges:** Students may struggle to articulate their ideas clearly in both oral and written forms. This can affect assignments, testing situations, and participation in classroom discussions.
3. **Social Interaction:** Effective communication is central to building and maintaining relationships. Students with language impairments might face challenges in forming peer relationships due to misunderstandings or feelings of isolation.
4. **Behavioral Issues:** Frustration from not being understood or not understanding others can lead to behavioral problems or emotional outbursts.
5. **Academic Delays:** Language is foundational to nearly all academic subjects. A student with a language impairment might experience delays across multiple areas, from reading and writing to subjects like science or social studies that require comprehension of complex concepts.
6. **Reduced Class Participation:** Due to fears of making mistakes or being misunderstood, students might avoid participating in class discussions or asking questions.
7. **Difficulty Following Instructions:** Misunderstandings or misinterpretations can result from language processing challenges, leading to errors in task completion.
8. **Reduced Confidence:** Continual struggles with language can impact a student's self-esteem and confidence in their abilities, potentially leading to reduced effort or motivation.
9. **Tests and Assessments:** Standardized tests often require both comprehension and expressive abilities. A language impairment can impact a student's scores, not necessarily due to lack of knowledge but because of their language challenges.
10. **Literacy Development:** Reading and writing are closely tied to language development. A language impairment can lead to challenges in developing literacy skills.

Support for students with language impairments often involves speech and language therapy, accommodations such as extended time for tasks, alternative assessment methods, and strategies to facilitate effective communication within the classroom. It's crucial to approach students with language impairments with understanding and provide them with tools and strategies to navigate their educational journey successfully.

### **Traumatic Brain Injury**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Traumatic Brain Injury (TBI) is defined as:

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

The adverse effects of a Traumatic Brain Injury on a student's educational performance can be vast and varied, including:

1. **Cognitive Impairments:** TBI can result in difficulties with memory, attention, reasoning, problem-solving, and abstract thinking. This can affect a student's ability to retain and apply information.
2. **Language and Communication:** Students may struggle with expressive or receptive language, making it challenging to articulate thoughts or understand instructions.



3. **Motor Abilities:** TBI can affect a student's fine and gross motor skills, impacting handwriting, physical activities, and general mobility.
4. **Information Processing:** The speed and efficiency with which a student processes information can be slowed, leading to delayed responses or misunderstandings.
5. **Behavioral and Emotional Effects:** Changes in behavior, mood swings, impulsivity, and challenges with emotional regulation can result from TBI. This can affect relationships with peers and teachers.
6. **Physical Limitations:** There might be associated physical challenges, such as fatigue, headaches, or sensory sensitivities, which can affect the student's stamina and ability to participate in extended academic tasks.
7. **Attention and Concentration:** Maintaining focus on tasks or shifting attention as required can be challenging, leading to incomplete assignments or distractions.
8. **Social Challenges:** A student might struggle with understanding social cues or have altered social behaviors, leading to potential isolation or difficulties in group work.
9. **Academic Challenges:** The combined effects of cognitive, physical, and behavioral impacts can lead to struggles across all academic subjects.
10. **Sensory Impairments:** Some students might experience changes in vision, hearing, or other senses post-TBI.

It's essential to recognize that the effects of TBI can be temporary or permanent, and the extent of these challenges can range from mild to severe. Furthermore, two individuals with TBI might exhibit vastly different symptoms. To support students with TBI, individualized education plans (IEPs) tailored to their specific needs, regular medical and therapeutic interventions, classroom accommodations, and patience and understanding from educators and peers are crucial.

### **Visual Impairment**

According to the Individuals with Disabilities Education Act (IDEA) in the United States, Visual Impairment (Including Blindness) is defined as:

An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

The effects of visual impairment on a student's educational performance can be profound, and they can encompass a range of challenges:

1. **Access to Visual Materials:** A significant portion of traditional educational content is presented visually, such as textbooks, board notes, diagrams, and visual aids. Students with visual impairments may not access these materials in the typical manner.
2. **Mobility and Navigation:** Navigating the classroom or school environment can be challenging, potentially leading to delays or difficulties in transitioning between activities or locations.
3. **Literacy Development:** Reading and writing, foundational to education, can be affected. While Braille provides an alternative, it requires specialized instruction and is not always immediately available for all materials.
4. **Social Interactions:** Missing visual cues can affect understanding in social situations, potentially leading to misunderstandings or difficulties in forming relationships with peers.
5. **Participation in Activities:** Certain activities, especially those that are visually oriented like art, science experiments, or physical education, might require adaptations or supports.
6. **Delayed Access to Content:** Transcribing materials to a format accessible for visually impaired students, such as Braille or audio, can lead to delays in accessing content.
7. **Assessment Challenges:** Standardized tests and classroom assessments often rely on visual content, so alternatives or accommodations are necessary.
8. **Development of Practical Skills:** Skills like handwriting or using certain tools and equipment might require specialized instruction or adaptations.



9. Dependence on Assistive Technology: While assistive technologies can be immensely beneficial, they also come with learning curves and can sometimes malfunction or not be available.
10. Misconceptions or Gaps in Understanding: Without visual experience, concepts that are typically explained or understood visually may need alternative explanations, and there can be misconceptions or gaps in understanding.

It's essential to understand that visual impairments exist on a spectrum, from mild visual difficulties to complete blindness. The challenges faced by a student will vary based on the degree of the impairment and the individual's previous experiences and skills. With the appropriate supports, including assistive technologies, specialized instruction, and classroom accommodations, students with visual impairments can actively engage with and succeed in their educational journey.



SUPERINTENDENT

Board Report

August 2023



**Together, we ensure all students  
will reach their full potential.**

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***Together, we ensure all students will reach their full potential.***

***kíye pecepelíhniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.***

***We will all work to help the children become knowledgeable.***





**August Administration Team Meeting**  
**Monday, August 7, 2023**  
**Time: 9:00 a.m. to 12:00 p.m.**  
**Location: District Office Conference Room**



### **Administration Team Norms:**

Timely arrivals and meeting closures  
 Leave cell phones, emails, and other business at the door  
 Remain agenda driven, present and data focused  
 Demonstrate the value of our focused professional development  
 Refuse to admire problems and insist on solutions  
 Listen respectfully to understand  
 Model positive growth mindsets which remain on topic

#### **Four Essential Questions:**

*What do we want all students to know and be able to do?*  
*How will we know if they learn it?*  
*How will we respond when some students do not learn?*  
*How will we extend the learning for students who are already proficient?*

### **High Levels of Collaboration & Communication**

*There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.*

- ☐ Technology Collaboration: Erik McKim  
Power School Transition and Training  
Technology-Based Renewals  
Technology Requests
- ☐ **Research:** John Hattie Entry Task
- ☐ Handbook Revisions/Board Reports Due:  
August 16<sup>th</sup>, 9:00 a.m.
- ☐ Faculty Cabinet Meeting:  
August 18<sup>th</sup>, 9:00 a.m. - 11:00 a.m.
- ☐ August Board Meeting:  
August 21<sup>st</sup>, 5:00 p.m.
- ☐ Districtwide Meeting:  
August 25<sup>th</sup>, 8:00 a.m. - 10:30 a.m.
- ☐ ESSA and Tribal Consultation  
pitimmiyun = consultation, deliberating together
- ☐ Continuous Improvement Plan: Due October 1st
- ☐ Federal Programs Monitoring 2024-2025

### **Safe & Supportive Learning Environment**

*The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

- ☐ Door Intercom Security Training:  
August 10<sup>th</sup>, 9:00 a.m. - 11:00 a.m.
- ☐ Debrief With Nimiipuu Health:  
August 17<sup>th</sup>, 8:30 a.m. - 10:30 a.m.

- ☐ 2023-2024 Emergency Management Plan
- ☐ Annual Administrator Fire Extinguisher Training:  
Due August 28<sup>th</sup>
- ☐ Suicide Prevention Training for All Staff:  
Due August 28<sup>th</sup>
- ☐ Meeting With Sex Offender and Registration  
Notification Act (SORNA) Coordinator

### **Frequent Monitoring of Teaching & Learning**

*A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*

- ☐ Teacher Evaluation Collaboration
- ☐ Administration Team Instructional Rounds

### **High Standards & Expectations for All Students**

*Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.*

- ☐ **Data:** 2022-2023 Average Daily Attendance  
Analysis
- ☐ Open Enrollment Policy and Updates
- ☐ Lapwai School District Attendance Committee

### **Focused Professional Development**

*A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*

- ☐ Dyslexia PD Certification Renewal
- ☐ **Research:** Visible Learning: The Sequel, John Hattie

### **Clear and Shared Focus**

*Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.*

- ☐ Classified Sick and Personal Leave Policy Revisions
- ☐ Administration Team Meeting Schedule:  
Wednesday Prior to Board Meeting,  
9:00 a.m. - 10:30 a.m.





**August Administration Team Meeting**  
**Wednesday, August 16, 2023**  
**Time: 12:00 p.m. to 1:30 p.m.**  
**Location: District Office Conference Room**



### ***Administration Team Norms:***

Timely arrivals and meeting closures  
Leave cell phones, emails, and other business at the door  
Remain agenda driven, present and data focused  
Demonstrate the value of our focused professional development  
Refuse to admire problems and insist on solutions  
Listen respectfully to understand  
Model positive growth mindsets which remain on topic

#### **Four Essential Questions:**

*What do we want all students to know and be able to do?*  
*How will we know if they learn it?*  
*How will we respond when some students do not learn?*  
*How will we extend the learning for students who are already proficient?*

### ***High Levels of Collaboration & Communication***

*There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.*

- ☐ **Data:** Budget Review & Collaboration:  
Nathan Weeks
- ☐ Professional Learning Teams
- ☐ Continuous Improvement Plan: Due October 1st

### ***Safe & Supportive Learning Environment***

*The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

- ☐ Door Security Key Card Requests
- ☐ Debrief With Nimiipuu Health:  
August 17<sup>th</sup>, 8:30 a.m. - 10:30 a.m.
- ☐ Annual Administrator Fire Extinguisher Training:  
Due August 28<sup>th</sup>
- ☐ Suicide Prevention Training for All Staff:  
Due August 28<sup>th</sup>

### ***Frequent Monitoring of Teaching & Learning***

*A steady cycle of different assessments identify students who need help. More support and instructional time is provided, either during the school day or outside normal school hours. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*

- ☐ Domain 5: Teacher Evaluation Collaboration
- ☐ Classified Evaluation Revisions
- ☐ **Data:** Staff Professional and Sick Leave

### ***High Standards & Expectations for All Students***

*Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.*

- ☐ Faculty Cabinet Local Education Fund Award for Attendance

### ***Focused Professional Development***

*A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*

- ☐ **Research:** (Please Bring)

Visible Learning: The Sequel, John Hattie

How Leadership Works, Lassiter, Fisher, Frey, Smith





Lapwai School District  
Superintendent's Faculty Cabinet  
Friday, August 18, 2023  
Time: 9:00 a.m.-11:00 a.m.  
Location: District Office  
Conference Room

### ENTRY TASKS

Please be prepared to share the results of two entry tasks with the group.

- ☐ Entry Task #1: Mission Statement
- ☐ Entry Task #2: Filling Our Buckets With Affirmations

### AGENDA

#### *A Clear & Shared Focus*

- ☐ Norms and Roles Review

#### *High Standards and Expectations for All Students*

- ☐ **Data:** 2022-2023 Average Daily Attendance Analysis
- ☐ Open Enrollment Attendance Expectations
- ☐ Piiwapáyatat Template for Research Review (Alliance, Helping Each Other)
- ☐ **Research:** Confronting the Crisis of Engagement Reeves, Frey, & Fisher: *An Investment in Attendance*
- ☐ **Research:** Rebound: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools Fisher, Frey, Smith, Hattie: *Attendance and Chronic Absenteeism*
- ☐ **Research:** A Repair Kit for Grading O'Conner: *Don't Consider Attendance in Grade Determination - Report Absences Separately*

#### *Supportive Learning Environment*

- ☐ **Action Planning:** Nez Perce Tribe Local Education Program Fund Award: Attendance Incentives
- ☐ Staff P.A.W. Awards
- ☐ Staff Spotlight

#### *High Levels of Collaboration & Communication*

- ☐ Schedule Next Meeting
- ☐ Survey & Meeting Evaluation

### FACULTY CABINET GRANT OBJECTIVES

To recover the learning lost during the pandemic and positively impact student achievement. The Nez Perce Cultural Principle of Evaluating Mastery includes honoring accomplishments. We would like to honor students who accomplish regular and punctual attendance with engaging rewards and publicly celebrate their achievements.

### NORMS

**THE FACULTY CABINET AGREES TO HOLD ONE ANOTHER ACCOUNTABLE FOR:**

**Timely Arrivals and Meeting Closures**

**Listening Respectfully to Understand**

**Remaining Agenda Driven, Present and Focused**

**Modeling Positive Growth Mindsets Which Remain on Topic**

**Refusing to Admire Problems and Insisting on Solutions**

**Ensuring Equal Voice and Collective Accountability**

### ROLES

**Architect:** David Aiken

*Meetings Constructed to Be High Leverage*

**Accountability Advisor:** Carleen Baldwin  
*Adherence to Norms*

**Investigator:** Melissa Beckman  
*Research and Data is Available*

**Task Master:** Bradley Peterson  
*Adherence to Agenda*

**Comrade:** Georgia Sobotta  
*Absent Members Remain Informed*

**Cultural Coach:** Raneisha Running  
*Culturally Competent and Responsive Focus*

**Historian:** Bonnita Smith  
*Minutes Recorded and Distributed*

**Mastermind:** Matthew Morgan  
*Movement Towards Solutions and Action Plans*

**Pace Maker:** Teeiah Arthur  
*Productive Pacing*



## **September 7-8 Idaho Indian Education Committee and Retreat Meetings**

Dear Colleagues,

Below is the information you have been seeking:

### **LODGING**

Best Western Plus  
506 W. Appleway Avenue  
208.765.3200  
\$105/night on September 6 & 7 (mention SBOE block)

If you are traveling more than four hours from your normal workstation to attend these meetings and are experiencing budget restraints, we may be able to assist with your lodging expenses. Let us know as soon as possible and we will work out the details.

### **LOCATION**

NIC Campus  
DeArmond Building, Room 207  
901 W. River Avenue

Both events will be held in the same location. We will email you a parking pass prior to the meetings.

### **SEPTEMBER 7**

The Committee Retreat is scheduled to begin at 8:30 am and end at 3:30 pm (PT) on the NIC Campus in the DeArmond Building. We will provide a continental breakfast and working lunch. The Retreat will be facilitated by Dr. Matt Eide from Marzano Research. We hope to continue our fellowship into the evening with a group dinner and maybe some friendly competition. We have a few new members and would like to reconnect and renew our community. Bring your favorite board or card game and let's have a fun game night!

### **SEPTEMBER 8**

The quarterly meeting will be held in the same location as the retreat and is scheduled to begin at 8:30 am and end at 3:30 pm (PT). NIC will provide a full breakfast and working lunch for us.

### **ATTENDANCE**

In the event you are unable to make either meeting, we urge you to enact the Proxy Representative form (attached). It is paramount that a representative from your entity be present and active for the success of the Idaho Indian Education Committee. It is your responsibility as an IIEC member to report back to your supporting tribe or institution.

Let us know if you have any questions,  
Patty and Johanna



## Action Items

### Idaho Indian Education Committee

June 6, 2023

9:00 am – 12:00 pm (MT)

Clearwaters Conference Room, Len B. Jordan Building – Zoom

#### Present:

Bob Sobotta, Jr., Chair	Lewis-Clark State College	Four-Year College Representative
Dr. Yolanda Bisbee, Vice Chair	University of Idaho	Four-Year University Representative
Dr. Linda Clark	State Board of Education	Ex-Officio Member
Jessica James	Shoshone-Bannock Tribes	Tribal Education Department Representative
Jennifer Porter	Kootenai Tribe of Idaho	Tribal Chair/Designee
Allen Mayo	Shoshone-Bannock Jr-Sr High School	BIE School Representative
Dr. Chris Meyer	Coeur d'Alene Tribe	Tribal Chair/Designee
Shirley Allman	Nez Perce Tribal Executive	Tribal Chair/Designee
Bibiana Ramirez (proxy for Jaime Barajas-Zepeda)	College of Western Idaho	Two-Year College Representative
Dr. David Aiken	Lapwai School District	At-Large Representative
Effie Hernandez	College of Eastern Idaho	Two-Year College Representative
Dr. Tim Thornes	Boise State University	Four-Year University Representative
Gail Ballard	North Idaho College	Two-Year College Representative
Jean McGiveny-Burelle	Idaho State University	Four-Year University Representative

#### Guests:

President Dean Fisher	College of Southern Idaho
Sherawn Reberry	Idaho Workforce Development Council
Wendi Secrist	Idaho Workforce Development Council
Tribal Vice-Chairman Thomas	Shoshone-Paiute Tribes

#### Staff:

Johanna Jones	State Department of Education
Patty Sanchez	Office of the State Board of Education
Ruby Jones	Office of the State Board of Education

#### Absent:

Jesse LaSarte	Coeur d'Alene Tribe	Tribal Education Department Representative
Jessica Matsaw	University of Idaho	At-Large Representative
Ladd Edmo	Fort Hall Business Council	Tribal Chair/Designee
Tina Strong	Coeur d'Alene Tribal School	BIE School Representative
Jason Ostrowski	College of Southern Idaho	Two-Year College Representative
Joyce McFarland	Nez Perce Tribe	Tribal Education Department Representative

#### 1. Committee Work

A quorum was established to conduct business consistent with Board Policy. Action items from March 3, 2023 meeting were shared. As a follow up to concerns of Tribal education chairs, Dr. Clark had a joint meeting with Superintendent Critchfield and will conduct a follow up meeting. There will be a follow up meeting regarding the Teacher Apprenticeship program at the September meeting.

#### 2. Idaho Launch Program – Sherawn Reberry and Wendi Secrist, Idaho Workforce Development Council

- Discussed an overview of the funding layout (HB24 and SB1167), eligibility qualifications, GED, definitions of In-Demand Careers, and Tools and Resources kits that will be distributed in August.
- Tribal education departments will receive the Tools and Resources kits, as well as Boys and Girls Clubs, libraries, and others.
- There will be an Idaho Launch presentation at the Idaho Indian Education Summit on June 12.



### 3. New Business

#### a. April State Board Meeting Follow Up

- Dr. Clark discussed the Board's Diversity Resolution and continued commitment to diversity in learning environments to enhance student learning. President Fisher agreed that a draft regarding sovereignty acknowledgment and clarification would be helpful in application.
- **Action Item:** A subcommittee will be led by Dr. Bisbee, Dr. Clark, Dr. Meyer, and Ms. James, to draft a simple statement regarding sovereignty for the September IIEC meeting.

### 4. Council on Indian Affairs (June 6, 2023)

Chair Sobotta, Ms. Johanna Jones, and Ms. Sanchez will attend this session held at EW41 at the Capitol Building. Idaho Department of Health and Welfare, Tribal Affairs Manager, Fred Martin, Superintendent Critchfield, and a representative from the Idaho State Historical Society, will provide updates and an open discussion with Tribal Chairs.

### 5. Tribal Election Updates

Election updates were shared. No action taken.

### 6. Idaho Indian Education Summit Update

- Discussed sponsorship recognition, full agenda, and 125 registrants to-date.
- **Action Item:** IIEC staff will report out on the Summit at the September meeting.

### 7. Staff Changes

#### a. Office of the State Board of Education

Tracie Bent has moved to Idaho Division of Career Technical Education. Jenn Thompson is the new Chief Policy and Government Affairs Officer. Dr. Clark is now the Board President, Bill Gilbert is the Vice-President, and Superintendent Critchfield is Secretary.

#### b. State Department of Education

There are many new Directors and Federal Programs contacts (refer to SDE website directory).

### 8. Other

#### a. September IIEC Retreat

- Meeting rotations statewide suggest that the next location will be North Idaho College (last retreat was March 2022 held in Boise).
- **Action Item:** The retreat will be held to coincide with the September IIEC meeting. Ms. Ballard confirmed that September 7-8 would work for North Idaho College.
- **Action Item:** Ms. Johanna Jones will reach out to Ms. Ballard and leadership regarding team-building exercises for the retreat. A save-the-date invite will be sent out and a hotel room block will be confirmed in Coeur d'Alene.

#### b. 2024 Idaho Indian Education Summit

This Summit year will mark the 100 year anniversary of the Indian Citizenship Act. The summit will be held on August 1-2, 2024 in Boise. No action taken.

#### c. Letter of Support for Standard 1.3 Idaho Educator Preparations Providers

- Ms. James motioned for the Idaho Indian Education Committee's support of Standard 1.3, Ms. Hernandez seconded the motion. No opposed, motion carries.
- **Action Item:** Ms. Johanna Jones will work on a draft letter and submit to IIEC for review this summer.

#### d. Roundtable updates

- Ms. Hernandez is meeting with tribal representatives and College of Eastern Idaho leadership regarding a new MOA for fall (Shoshone-Bannock Tribes).



- Ms. James is working on bylaws, graduation events, Summer Youth training partnership with Grand Teton National Park, community outreach and parent engagement regarding Strategic Education Plan updates, and Festival. Ms. Yvette Towersap is now their Department of Energy Director and has left the Policy Analyst position.
- Dr. Bisbee discussed New Beginnings Grant for students, MOU work with 11 tribes, the new Idaho Tribal Nations Scholarship, and research grants for indigenous education curriculum development and researchers for STEM.
- Chair Sobotta discussed their summer tribal programs on campus and they are preparing to host the Summit.
- Dr. McGiveny-Burelle shared that ISU's last Tribal Advisory Meeting was May 19. They are working on an orientation for August 17, and retreat in June regarding strategic priorities for MOU with Shoshone-Bannock Tribes.
- Ms. Ballard discussed the American Indian Student Center work.
- Dr. Aiken is partnering with University of Idaho and Lewis-Clark State College Advanced Opportunities, utilizing IDLA. The pass rate this year is highest in the State. As State Chair of National Association of Federally Impacted Schools (NAFIS). Dr. Aiken will update IIEC regarding funding advocacy and allocation.
- **Action Item:** Add Dr. Aiken's NAFIS update report to the December IIEC Meeting agenda.

Meeting adjourned 11:24 a.m.



Tuesday, July 25, 2023

Time: 9:00 a.m.-10:30 a.m.

Location: District Office  
Conference Room

# Please Sign-In



**Together, we ensure all students  
will reach their full potential.**

*Nez Perce State Tribal Education Partnership (STEP)*

*Tribal Consultation Collaboration*

*Daniel Ahn*  
*Alicia Muler*  
*Joyce McFarland*

***k̓iye pecepelihniku' wapáyat'as mamáy'asna  
hipewc'éeyu' cúukwenin'.***

*We will all work to help the children  
become knowledgeable.*



*Tuesday, July 25, 2023*

*Time: 9:00 a.m.-10:30 a.m.*

*Location: District Office  
Conference Room*



**Together, we ensure all students  
will reach their full potential.**

*Nez Perce State Tribal Education Partnership (STEP)*

*Tribal Consultation Collaboration*

*Lapwai School District Plan Review:*

2022-2023 Lapwai School District SMART Goal Results

2022-2023 Continuous Improvement Plan (2023-2024 Plan Due October 1<sup>st</sup>)

2023-2024 Consolidated State and Federal Grant Application (CFSGA)

Title IA Improving Basic Programs

Title IIA Supporting Effective Instruction

Title IV-A Student Support and Academic Enrichment

Lapwai Middle-High School: Schoolwide Improvement Plan (SWIP)

*Required COVID-19 Planning:*

Safe Return to In-Person Instruction and Continuity of Services Plan Checklist

2023-2024 Safe Return to In-Person Instruction and Continuity of Services Plan

LEA ARP ESSER Use of Funds Plan

*What does meaningful tribal consultation and collaboration include for the  
Lapwai School District during the 2023-2024 school year? Possibilities include:*

Educational Summits

District Leadership Team

Consultation Team

Monthly Administration Team Meetings

*2023-2024 Lapwai School District Emergency Management Plan: Safe and  
Secure Schools Protocols*

***kíiye pecepelíhniku' wapáyat'as mamáy'asna  
hipewc'éeyu' cúukwenin'.***

*We will all work to help the children  
become knowledgeable.*





## LAPWAI SCHOOL DISTRICT #341

404 S. Main  
Lapwai, Idaho 83540  
(208) 843-2622

### 2023-2034 Lapwai School District Emergency Management Plan

The Lapwai School District Superintendent, Dr. David M. Aiken, and I met and collaboratively reviewed the 2023-2024 Emergency Management Plan including Lockdown procedures. I was provided an opportunity for input on the procedures and protocols included in the plan.

*Bill Skiles*

Signature: Bill Skiles, City of Lapwai Fire Chief

*7-18-2023*

Date

*David M. Aiken*

Signature: David Aiken, Superintendent

*7-18-23*

Date

Dr. David M. Aiken  
Superintendent, Lapwai School District # 341  
Federal Programs Director  
Homeless Education Liaison  
Title IX Coordinator  
Idaho State Chair, National Association of Federally Impacted Schools  
Idaho Indian Education Committee

208-843-2622 ext. 1202

[daiken@lapwai.org](mailto:daiken@lapwai.org)

*Together, we ensure all students will reach their full potential.  
kíiye pecepelíhniku' wapáyat'as mamáy'asna hipewc'éeyu' cúukwenin'.  
We will all work to help the children become knowledgeable.*



## *Idaho School Superintendents Association Region II*

### **Dates of 2023/2024 Meetings**

Meetings are scheduled to begin at 9:00 A.M.

**IN PERSON – Lewiston Boardroom 3317 12<sup>th</sup> Street, Lewiston, ID**

I. MEETINGS ARE *TYPICALLY* THE THIRD WEDNESDAY OF THE MONTH DURING THE SCHOOL YEAR.

II. DATES

A. WEDNESDAY, **SEPTEMBER 20, 2023** **IN PERSON**

B. WEDNESDAY, OCTOBER 18, 2023

C. WEDNESDAY, NOVEMBER 22, 2022 **IN PERSON \* CHANGED WEEK DUE TO  
ISBA CONFERENCE**

D. WEDNESDAY, DECEMBER 20, 2023

E. WEDNESDAY, JANUARY 17, 2024 **IN PERSON**

F. WEDNESDAY, FEBRUARY 21, 2023

G. WEDNESDAY, MARCH 20, 2023 **IN PERSON**

H. WEDNESDAY, APRIL 17, 2023

I. WEDNESDAY, **MAY 15, 2022** **IN PERSON**

HERE IS THE ZOOM LINK FOR OCT, DEC, FEB, APRIL

JOIN ZOOM MEETING

<https://us02web.zoom.us/j/88478090701>

Cottonwood #242  
Jon Rehder

Culdesac #342  
Alan Felgenhauer

Genesee #282  
Dr. Wendy Moore

Highland #305  
Tana Kellogg

Kamiah #304  
Paul Anselmo

Kendrick #283  
Steve Kirkland

Lapwai #341  
Dr. David Aiken

Lewiston #340  
Lance Hanson

Moscow #281  
Shawn Tiegs

Mountain View #244  
???

Nezperce #302

Orofino #171  
Dr. Michael Garrett

Potlatch #285  
Janet Avery

Troy #287  
Klaire Vogt

Whitepine #288



**IDAHO REGION II SUPERINTENDENTS  
2022/2023**

<b>Cottonwood Joint District 242</b> Jon Rehder 1916 East Street PO Box 158 Cottonwood ID 83522 Phone: 962-3971 Fax: 962-7780 Cell: 208-830-6551 Email: <a href="mailto:rehderj@sd242.org">rehderj@sd242.org</a>	<b>Culdesac Joint District 342</b> Alan Felgenhauer 600 Culdesac Avenue Culdesac ID 83524-8700  Phone: 843-5413 Fax: 843-2719 Cell: Email: <a href="mailto:alanf@culsch.org">alanf@culsch.org</a>	<b>Genesee Joint District 282</b> Dr. Wendy Moore 330 W Ash Street PO Box 98 Genesee ID 83832-0098 Phone: 208-285-1161 Fax: 208-285-1495 Cell: 208-596-6303 Email: <a href="mailto:wmoore@sd282.org">wmoore@sd282.org</a>	<b>Highland / Craigmont Joint District 305</b> Tana Kellogg PO Box 130 Craigmont ID 83523-0130 Phone: 924-5211 Fax: 924-5614 Cell: Email: <a href="mailto:tkellogg@sd305.org">tkellogg@sd305.org</a>
<b>Kamiah Joint District 304</b> Paul Anselmo 1102 Hill Street Kamiah ID 83536-9615  Phone: 935-2991 Fax: 935-4005 Cell: 208-800-9311 Email: <a href="mailto:Panselmo@kamiah.org">Panselmo@kamiah.org</a>	<b>Kendrick Joint District 283</b> Steve Kirkland 2001 Highway 3 Kendrick ID 83823 Phone: 208-289-4202 Fax: 289-4213 Cell: 208-790-1287 Email: <a href="mailto:steve.kirkland@sd283.org">steve.kirkland@sd283.org</a>	<b>Lapwai District 341</b> Dr. David Aiken 404 S. Main Street Lapwai ID 83540-0247 Phone: 843-2622 ext. 202 Fax: 843-7746 Cell: N/A Email: <a href="mailto:daiken@lapwai.org">daiken@lapwai.org</a>	<b>Lewiston Independent District 340</b> Lance Hansen 3317 12 <sup>th</sup> Street Lewiston ID 83501-5308  Phone: 748-3043 Fax: 748-3059 Cell: 208-791-4889 Email: <a href="mailto:lhansen@lewistonschools.net">lhansen@lewistonschools.net</a>
<b>Moscow District 281</b> Shawn Tiegs 650 N Cleveland Moscow ID 83843-3659  Phone: 892-1139 Fax: 883-4440 Cell: 208-790-6681 Email: <a href="mailto:stiegs@msd281.org">stiegs@msd281.org</a>	<b>Mountain View District 244</b> Kim Spacek 714 Jefferson Street Grangeville ID 83530-1545  Phone: 983-0990 Fax: 983-1245 Cell: Email: <a href="mailto:spacekk@sd244.org">spacekk@sd244.org</a>	<b>Nezperce Joint District 302</b> Brian Lee 614 2 <sup>nd</sup> Avenue PO Box 279 Nezperce ID 83543-0279 Phone: 937-2551x214 Fax: 937-2136 Cell: 208-718-8090 Email: <a href="mailto:blee@nezpercesd.us">blee@nezpercesd.us</a>	<b>Orofino Joint District 171</b> Dr. Michael Garrett 1051 Michigan PO Box 2259 Orofino ID 83544-2259 Phone: 476-5593 Fax: 476-7293 Cell: 660-425-1711 Email: <a href="mailto:garrettm@jsd171.org">garrettm@jsd171.org</a>
<b>Potlatch District 285</b> Janet Avery 130 6 <sup>th</sup> Street (mail) Hwy 6 Potlatch ID 83855-8757 Phone: 875-0327 Fax: 875-1028 Cell: 208-308-8597 Email: <a href="mailto:janet.avery@psd.285.org">janet.avery@psd.285.org</a>	<b>Troy District 287</b> Klaire Vogt 102 W 5 <sup>th</sup> Street PO Box 280 Troy ID 83871-0280 Phone: 835-3791 Fax: 835-3790 Cell: 509-330-2163 Email: <a href="mailto:kvogt@troysd287.org">kvogt@troysd287.org</a>	<b>Whitepine Joint District 288</b> J. Hardy 502 First Avenue PO Box 249 Deary ID 83823-0249 Phone: 877-1408 Fax: 877-1570 Cell: Email: <a href="mailto:jhardy@sd288.org">jhardy@sd288.org</a>	<b>Meeting Room</b> Lewiston School Board Room 3317 12 <sup>th</sup> Street, Lewiston, ID Call in # 208-748-3051  Office Contact: Sara Blume <a href="mailto:SBlume@lewistonschools.net">SBlume@lewistonschools.net</a>

**LIAISONS: (click on name to directly email)**

[Julie Oberle](#)  
[Liz Weldy](#)  
[Taylor Raney](#)  
[Mark Haynal](#)  
[Chelsie Wilson](#)

Finance - SDE  
Post-Sec. (LCSC)  
UI  
LCSC  
Career/Tech

[Brad Patzer](#)  
[Andy Grover](#)  
[Ryan Cantrell](#)  
[Carol Moehrle](#)

208-799-0344(w)  
208-305-3237 (c)

IDLA  
IASA  
SDE – Chief Dept. Supt.  
Health Dept.

Wjm 7/22





# **2023-2024 Student-Parent Handbook**



**Lapwai Elementary School  
404 S. Main  
Lapwai, ID 83540  
208-843-2960**

*Together, we ensure all students will reach their full potential.*



This Handbook belongs to:

Name: \_\_\_\_\_

## Welcome from the Principal

*Dear Parents and Students,*

*I would like to extend a warm welcome to each of you! We are excited to have you here at Lapwai Elementary. Our school is a community of students, teachers, and families who share a commitment to quality education for every child.*

*The purpose of this handbook is to provide students, parents/guardians, and staff with an understanding of the basic policies and procedures of our school. These policies and procedures are in place as one way to help reach our educational goals and provide a safe, orderly, and consistent environment for everyone at Lapwai Elementary.*

*Parents/guardians, thank you for sharing your children with us. Our dedication is to provide the best possible educational experience for all and develop a full partnership with the home. Please be actively involved and let us know how we are doing. I look forward to working with you.*

*Sincerely,*

*Teri Wagner*

*Principal*



## *General Information*

Office Hours:	8:00 a.m. – 4:00 p.m.	
Telephone:	208-843-2960	
Student School Day:	Monday-Thursday	8:15 a.m. – 3:20 p.m.
	Friday	8:15 a.m. – 1:05 p.m.

**Students are encouraged to arrive on campus after 8:00 a.m. The tardy bell rings at 8:20 a.m. If circumstances require students to be at school before 8:00 a.m., they must report to the library where supervision begins at 7:30 a.m. Students may not be on the playground before 8:00 a.m.**

**208-843-2960**

Teri Wagner, Principal	twagner@lapwai.org	Ext. 2312
Tessie McCulley, Administrative Assistant	tmcculley@lapwai.org	Ext. 2310
Latasha Dishion, Attendance	ldishion@lapwai.org	Ext. 2311
Lori Ravet, School Psychologist	lravet@lapwai.org	Ext. 3777
Kristen Bateman, School Psychologist	kbateman@lapwai.org	Ext. 2314
Ann Munsterman, Food Service	am@lapwai.org	Ext. 2315

### **School Board Members**

DelRae Kipp	Zone 1	delraek@nezperce.org
Lori Johnson	Zone 2	lorij@nezperce.org
Sonya Samuels-Allen	Zone 3	sonyas@nezperce.org
Betsy Spaulding	Zone 4	betsys@nezperce.org
Thunder Garcia	Zone 5	thunderg@nezperce.org

**For a complete list of district personnel, please visit our website: [www.lapwaidistrict.org](http://www.lapwaidistrict.org)**



**Classroom Teachers****208-843-2960**

Colleen Bonner	Pre-School	cbonner@lapwai.org	Ext. 2419
Kathie Sliger	Kindergarten	ksliger@lapwai.org	Ext. 2424
Krystle Stamper	Kindergarten	kstamper@lapwai.org	Ext. 2423
Sasha Rabaiotti	1 <sup>st</sup>	srabaiotti@lapwai.org	Ext. 2425
Delaney Paris	1 <sup>st</sup>	dparis@lapwai.org	Ext. 2426
Kelly Hillman	2 <sup>nd</sup>	khillman@lapwai.org	Ext. 2427
Natasha Calkins	2 <sup>rd</sup>	ncalkins@lapwai.org	Ext. 2428
Melissa Beckman	3 <sup>rd</sup>	mbeckman@lapwai.org	Ext. 2407
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## ***Academic Information***

### **Academic Focus**

We believe that every child in our school will achieve at a high level. We know that students will live up to the expectations that are set for them. Every effort will be made to provide each child with the opportunities and support they need to learn effectively.

### **Academic Success and Assessment**

Lapwai School District is committed to student success. Student success is determined in part by the following state required assessments: Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT). With effective instruction, student effort, cooperation between school and home, and proper attendance, all students will learn at a high level.

### **Attendance and Extended Learning Time**

#### **\* ATTENDANCE REQUIREMENTS**

Code: 502.3.1

Regular school attendance is a necessary factor of student success in school. The Idaho Code and Nez Perce Tribal Code require that attendance requirements be set by the District. Any absence, regardless of cause, is a disruption to the educational process for the student. Irregular attendance by any student is also disruptive of the educational process for the teacher and other students. Irregular attendance by any student disrupts the pace and organization of classroom instruction. Irregular attendance shifts the workload of the classroom teacher so less time is available to direct the learning experiences of students who attend regularly. Often the loss of time by students is so severe that the likelihood of meeting instructional time requirements or competencies is remote. In an effort to increase the likelihood of student success in school, the following provisions exist for students at Lapwai Schools.

A student must meet the academic standard determined by the classroom teacher and the attendance standards as follows:

1. School attendance personnel or classroom teachers will attempt to contact parents of unexcused students by telephone daily.
2. When a student has three (3) absences in a semester, a letter will be sent home. The letter will include the number of school days missed. The letter will be documented in PowerSchool.
3. When a student reaches five (5) days of absences in a month or six (6) days of absences in a semester, the principal or designee will notify the superintendent. The principal will contact the parent/guardian to develop a plan to assure regular attendance to minimize further absences and explain policies for attendance. The principal contact will be documented in PowerSchool.
4. When a student has missed ten (10) days in a semester, the student may be referred to Child Protective Services for educational neglect.
5. **GradesPreK-8:** Students who miss 40% or more of the scheduled instructional minutes of the school year will be automatically retained and required to repeat their current grade. The parent or guardian may appeal this retention with the Lapwai School District Attendance Committee.



6. **Grades 9-12:** Absences will be recorded by period. When a student misses twelve (12) days in any given period in a semester, the student will be withdrawn and lose credit for each class with 12 or more absences. The parent or guardian may appeal the loss of credit with the Lapwai School District Attendance Committee.

7. **Attendance Committee Appeals:** Approved appeals by the Lapwai School District Attendance Committee will include a plan to ensure regular and punctual attendance including resources and mentors to support improvement. Failure to adhere to the Attendance Committee plan will result in retention in grades PreK-8 and proceeding with loss of credit in grades 9-12. Failure to adhere to the Attendance Committee Plan may also result in parent and/or student referrals to the prosecutor in the appropriate jurisdiction and to Child Protective Services.

8. If the above efforts fail to improve attendance, the principal will refer the student to the superintendent. After reviewing the student's attendance record, the superintendent may arrange a hearing before the Board of Trustees in accordance with Idaho Code 33-205, Denial of School Attendance, for habitual truancy.

### **Homework Guidelines**

Homework is out of class tasks assigned to students as an *extension or elaboration* of classroom work.

#### **Guidelines for School**

- Homework will be assigned after an introduction and thorough *explanation* of the skills necessary to complete the assignment successfully.
- Homework will be closely monitored by the teacher.
- Teachers will provide feedback on homework.
- Homework will serve a valid purpose and be closely related to current classroom activities.
- A student's access to resource materials will be considered when making homework assignments.
- Principal and teachers will communicate with parents regarding the school's homework guidelines.
- Teachers assign homework *four* nights per week.

#### **Guidelines for Amount of Time Students Study/Read at Home - Average Time Per Night of Assigned Homework**

- K - 10 minutes or more
- 1<sup>st</sup> Grade - 15 minutes or more
- 2<sup>nd</sup> Grade - 15 minutes or more
- 3<sup>rd</sup> Grade - 20 minutes or more
- 4<sup>th</sup> Grade - 30 minutes or more
- 5<sup>th</sup> Grade - 30 minutes or more



### **Guidelines for Parents/Guardians**

- Parents/guardians provide a quiet place to study and read at home.
- Parents/guardians talk to children about school work each day.
- Parents/guardians supervise completion but resist the urge to help complete the homework.
- Parents/guardians ensure that children read or are read to at home every day.

### **Guidelines for Students**

- Students ensure understanding of the homework assignment(s) before leaving school.
- Students schedule time free from distraction.
- Students complete and return homework on time.
- Students confer with teacher(s) regarding homework concerns.

### **Parent-Teacher Conferences or Student Lead Conferences**

Parents will be invited to meet with their child's teacher(s) to discuss progress. Conferences will be held in the fall on November 2<sup>nd</sup> and 3<sup>rd</sup> and in the spring on April 11<sup>th</sup> and 12<sup>th</sup>. Conferences are designed to celebrate success and give parents an accurate and objective report of a student's progress and behavior.

Parents should not hesitate to ask questions or bring any information that may assist teachers in meeting a child's needs to the teacher's attention.

### **Report Cards**

All students, kindergarten– 5<sup>th</sup> grade, will receive reports cards quarterly. Attempts will be made to notify parents in writing or via telephone at mid-quarter if there are concerns regarding a child's progress.

### **Special Services**

Special Education services are an option in those instances where a student's instructional needs cannot be fully met in the regular classroom. A multidisciplinary team will meet following an in-depth assessment that determines actual eligibility for special education placement. The assessment process is quite involved and is carried out after careful consideration of the child's education needs. Either teachers or parents may make a referral for possible evaluation. If any parent has a concern about their child's educational needs, they should schedule a conference with the teacher.



## ***Behavior and Discipline***

### ***Positive Behavioral Interventions and Supports (PBIS)***

PBIS is a framework for improving school climate by changing behavior. Practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. The school-wide expectations of “Be Respectful, Responsible and Safe” are taught explicitly, modeled, practiced and positively reinforced. The expectations in context of school locations are listed on the following page in the behavior expectations matrix.

PBIS is part of a multi-tiered system of support.

Tier 1 addresses systems for all students. Along with the positive behavior expectations, a social-emotional learning curriculum called PATHS (Promoting Alternative Thinking Strategies) is implemented PreK – 5<sup>th</sup> grade. PATHS encompasses the five distinct categories of social emotional learning: self-awareness, self-management, social awareness, relationship management, and responsible decision making.

Tier 2 practices provide additional supports for students not successful with Tier 1 supports alone. The best practice Tier 2 intervention of Check-In/Check-Out supports students who are at risk for developing more serious problem behavior before they start. In addition, small group interventions help students improve social skills.

At most schools, there are 1-5% of students who are not reached by Tier 1 or Tier 2 supports. At Tier 3, these students receive more intensive, individualized support to improve behavioral and academic outcomes.

Students are acknowledged for positive behavior in many ways: individual paws, class paws, class celebrations, PAW Awards and monthly award assemblies.

The Procedures for Rule Violations are on the pages following the behavior expectations matrix.

**The “Lapwai Elementary PBIS Behavior Expectations” matrix follows.**



	<u>Be Respectful</u> <u>Qa'ánnin'</u>	<u>Be Responsible</u> <u>Timmíyunin'</u>	<u>Be Safe</u> <u>Namá'iyānin'</u>
<u>All Areas</u>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Respect property of others and self</li> <li>*Treat others as you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>*Be here every day</li> <li>*Be on time</li> <li>*Leave personal items home (phones, ipods, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>*Make smart choices</li> <li>*Be bully-free in words and actions</li> <li>*Keep hands, feet, and objects to yourself</li> <li>*No weapons of any kind</li> </ul>
<u>Classrooms</u>	<ul style="list-style-type: none"> <li>*Raise hand to speak</li> <li>*Kind words and actions</li> <li>*Use quiet voices</li> <li>*Follow directions quickly</li> </ul>	<ul style="list-style-type: none"> <li>*Make smart choices</li> <li>*Use active listening</li> <li>*Try your hardest</li> <li>*Take care of your belongings</li> </ul>	<ul style="list-style-type: none"> <li>*Follow class rules</li> <li>*Leave class with permission only</li> <li>*Stay in assigned areas</li> <li>*All chair &amp; desk legs on floor</li> </ul>
<u>Passing Areas</u> (Hallways, stairs, foyer, sidewalks, breezeway)	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Smile or wave as greeting</li> <li>*Hands &amp; feet to self</li> </ul>	<ul style="list-style-type: none"> <li>*Walk on right side</li> <li>*Stay in your line</li> <li>*Go directly to destination &amp; back</li> </ul>	<ul style="list-style-type: none"> <li>*Walking feet only</li> <li>*Face forward</li> <li>*Hold the ball</li> </ul>
<u>Cafeteria</u>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Follow instructions of adult</li> <li>*Touch and eat your own food</li> </ul>	<ul style="list-style-type: none"> <li>*Take what you need for the playground to the cafeteria</li> <li>*Food &amp; drink in cafeteria only</li> <li>*Clean up your area</li> </ul>	<ul style="list-style-type: none"> <li>*Stay seated until dismissed</li> <li>*Walk on right side</li> <li>*Younger classes have right-of-way</li> <li>*Backpacks stay in classroom</li> </ul>
<u>Playground</u>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Play fair</li> <li>*Take turns and share equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Line up quickly &amp; quietly at bell</li> <li>*Ask permission to leave playground</li> <li>*Bring in what you took out (balls, jackets, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>*Follow same rules at all recesses</li> <li>*Tell an adult about dangerous objects on playground</li> <li>*Play safely</li> </ul>
<u>Bathrooms</u>	<ul style="list-style-type: none"> <li>*Respect yours and others' privacy</li> <li>*Wait your turn patiently</li> <li>*Quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>*Flush the toilet</li> <li>*Wash your hands</li> <li>*Return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Throw trash away</li> <li>*Keep water &amp; soap in sink</li> </ul>
<u>Gym</u>	<ul style="list-style-type: none"> <li>*Follow adult instructions</li> <li>*Encourage others</li> <li>*Share equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Put equipment away</li> <li>*Use equipment properly</li> <li>*Follow Gym rules</li> </ul>	<ul style="list-style-type: none"> <li>*Play safely</li> <li>*Only in gym with adult</li> <li>*Stop when whistle blows</li> </ul>
<u>Library</u>	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Follow directions quickly</li> </ul>	<ul style="list-style-type: none"> <li>*Use stick when picking out books</li> <li>*Return books on time</li> <li>*Take care of books</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Follow library rules</li> <li>*Use sticks properly</li> </ul>
<u>Bus/Pick-Up Zone</u>	<ul style="list-style-type: none"> <li>*Quiet voices</li> <li>*Follow bus drivers' directions</li> <li>*Respect others' space</li> </ul>	<ul style="list-style-type: none"> <li>*Carry your own things on and off the bus</li> <li>*Throw away your trash</li> <li>*Remain in your seat until it is time to get off</li> </ul>	<ul style="list-style-type: none"> <li>*Keep head and arms inside the windows</li> <li>*Keep feet and backpacks out of the aisle</li> <li>*Stay behind yellow line</li> </ul>
<u>Assemblies</u>	<ul style="list-style-type: none"> <li>*Pay attention to the speaker</li> <li>*Clap and laugh appropriately</li> <li>*Use active listening</li> </ul>	<ul style="list-style-type: none"> <li>*Enter and exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>*Remain seated</li> <li>*Walk</li> <li>*Stay with class</li> </ul>
<u>Emergencies/Drills</u>	<ul style="list-style-type: none"> <li>*Listen and follow directions quickly with quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>*Be alert</li> <li>*Help when asked</li> </ul>	<ul style="list-style-type: none"> <li>*Stay calm &amp; quiet</li> <li>*Walk with class</li> </ul>



## Procedures for Rule Violations at Lapwai Elementary School

- Have we pre-taught the behavior expectations school-wide?
- Have I acknowledged the correct behaviors?
- Have I re-taught the expected behavior?
- Are my consequences predictable and consistent?
- Have I pre-corrected the behavior?

### Basic Violations

<i><b>Definition:</b></i>	<i><b>Examples (not all-inclusive):</b></i>	<i><b>Procedure:</b></i>
<p>Behaviors that:</p> <ol style="list-style-type: none"> <li>1. <u>do not</u> require administrator involvement.</li> <li>or</li> <li>2. violate <u>only</u> the student.</li> <li>or</li> <li>3. <u>are not</u> chronic (consistent violations within a week; behaviors based on child's developmental level).</li> </ol>	<ul style="list-style-type: none"> <li>• Playing in desk</li> <li>• Not doing class work</li> <li>• Leaning in chair</li> <li>• Out of seat</li> <li>• Not following directions</li> <li>• Not using active listening</li> <li>• Not raising hand to speak</li> <li>• Not walking on right side</li> <li>• Not in your assigned area</li> </ul>	<p>Take a moment to re-teach expected behavior.</p> <p>Catch the student doing the expected behavior.</p> <p>Reinforce expected behavior with positive feedback.</p> <p>If behavior continues, move to Level I Procedures.</p>

#### Possible Interventions/ Consequences:

Review Classroom Rules  
 Attend to Others Doing It Correctly  
 Proximity  
 Non-Verbal Redirect

Verbal Correction  
 Different Placement in Classroom  
 Communication with Teacher



## Level I Minor Behaviors

- Have we pre-taught the school-wide behavior expectations from the matrix?
- Have I acknowledged the correct behavior?
- Have I re-taught the expected behavior?
- Are my consequences predictable and consistent?
- Have I pre-corrected the behavior?

<i><b>Definition:</b></i>	<i><b>Examples (not all-inclusive):</b></i>	<i><b>Procedure:</b></i>
Behaviors that: <ol style="list-style-type: none"> <li>1. <u>do not</u> require administrator involvement.</li> <li style="text-align: center;">or</li> <li>2. <u>do not</u> significantly violate the rights of others.</li> <li style="text-align: center;">or</li> <li>3. <u>do not</u> appear chronic.</li> <li style="text-align: center;">or</li> <li>4. <u>are chronic</u> Basic Violations (consistent violations within a week; behaviors based on child's developmental level).</li> </ol>	<ul style="list-style-type: none"> <li>• <b><u>Defiance/Disrespect/Non-Compliance:</u></b> brief or low-intensity failure to respond to adult requests (purposefully ignoring adult request, shouting answer, not paying attention during instruction)</li> <li>• <b><u>Disruption:</u></b> low-intensity, but inappropriate disruption (talking out of turn, yelling in common area, repeated requests to use bathroom)</li> <li>• <b><u>Inappropriate language:</u></b> low-intensity instance of inappropriate language (bathroom words or "this sucks," etc.)</li> <li>• <b><u>Physical contact:</u></b> non-serious, but inappropriate physical contact (play fighting, rough housing, poking)</li> <li>• <b><u>Property misuse:</u></b> low-intensity misuse of property (intentionally breaking pencil, making paper airplane, intentionally kicking over PE cones, intentionally kicking ball over fence or on roof)</li> </ul>	<p>Inform student of rule violated.</p> <p>Describe expected behavior.</p> <p>Contact parent if necessary.</p> <p>Debrief and re-teach school-wide behavioral expectation.</p>

### Possible Interventions/Consequences:

Verbal Correction

Apology

Re-Focus Form

Loss of Privileges

Communication with Teacher

Recovery Chair in another Classroom

Time Out

Loss of Recess



## Level II Minor Behaviors

Level II Behaviors are HANDLED IN THE CLASSROOM by the teacher.

Approach behaviors instructionally (if your student makes a math error, you would correct them by teaching them how to do it correctly; the same applies to teaching the expected behavior).

Not:                      Crime: Punishment  
INSTEAD:            Error: Correction

Definition:	Examples (not all-inclusive):	Procedure:
Behaviors that:		
1. significantly violate the rights of others.	<ul style="list-style-type: none"> <li>Abusive/Inappropriate Language/Profanity</li> </ul>	Inform student of rule violated.
or	<ul style="list-style-type: none"> <li>Defiance/Disrespect/Insubordination/Non-Compliance</li> </ul>	Describe expected behavior.
2. put others at risk or harm.	<ul style="list-style-type: none"> <li>Disruption</li> </ul>	Complete <i>Major Behavior Form</i> .
or	<ul style="list-style-type: none"> <li>Inappropriate Physical Contact</li> </ul>	Contact parent.
3. <u>are chronic</u> Level I Behaviors (consistent violations within a week; behaviors based on child's developmental level).	<ul style="list-style-type: none"> <li>Teasing</li> <li>Arguing with teacher or talking back</li> <li>Throwing inappropriate object</li> <li>In unauthorized area</li> <li>Inappropriate use of equipment</li> </ul>	Submit <i>Major Behavior Form</i> to office for SWIS input.

If I answer yes to all five questions at the top, then I complete a *Level I Minor Behavior Form* and put it in the PBIS mailbox in the office for SWIS input for data tracking purposes.

I may also apply any of the following consequences that match the intensity of the behavior:

### Possible Interventions/Consequences:

Verbal Correction  
 Apology/Restitution  
 Student Call Home

Conference with Principal  
 Recovery Chair in another Classroom  
 Communicate with Teacher

Time Out  
 Loss of Recess  
 Loss of Privileges



### Level III Minor Behaviors

<b>Definition:</b>	<b>Examples (not all-inclusive):</b>	<b>Procedure:</b>
<p>Behaviors that:</p> <ol style="list-style-type: none"> <li>1. violate school policy.</li> <li style="text-align: center;">or</li> <li>2. violate state policies or laws.</li> <li style="text-align: center;">or</li> <li>3. <u>are chronic</u> Level II Behaviors (consistent violations within a week; behaviors based on child's developmental level).</li> <li style="text-align: center;">or</li> <li>4. require administrator involvement.</li> </ol>	<ul style="list-style-type: none"> <li>• Fighting (Physical)</li> <li>• Physical Aggression</li> <li>• Harassment</li> <li>• Bullying</li> <li>• Racism</li> <li>• Possessing a Weapon or Look-Alike Weapon</li> <li>• Sexually Inappropriate Behaviors</li> <li>• Vandalism</li> <li>• Theft</li> </ul>	<p>Inform student of rule violated.</p> <p>Describe expected behavior.</p> <p>Complete <i>Major Behavior Form</i>.</p> <p>Contact parent.</p> <p><b>If necessary:</b></p> <p>Send student to office with <i>Major Behavior Form</i> and attach any relevant documentation forms, if possible.</p> <p>Or</p> <p>Incident may require immediate removal from class to office. Call office to alert; follow up with a written description on <i>Major Behavior Form</i>.</p>

#### **Possible Interventions/Consequences:**

Parent Contact Restitution Loss of Privileges Police Contact	Conference with Principal Parent Meeting/Attend School Time-Out	Loss of Recess Suspension from School (In-School or Out-of-School)
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## Behavior at School Activities

Students will follow the school-wide rules, procedures, and policies while at school activities. Students will also follow the directions of any school district personnel monitoring the event or activity as directed by school policy. If students are not following the above guidelines, they may be asked to leave the activity. If a child does not attend school on the day of an evening Elementary activity, they will not be allowed to attend the event, absent specific permission from the Elementary Principal.

### School Board Policies – Behavior

#### Zero Tolerance for Violence

#### Student to Staff Code No: 503.10

Recognizing that safe and orderly schools are essential to the student-learning environment and student well-being, Lapwai Schools support zero tolerance to violence. Any student exhibiting the following behaviors toward any staff member, school volunteer or adult guest will be subject to the following actions:

1. Profanity or obscene gestures towards staff members, school volunteers or guest presenters may result in automatic two-day out of school suspension.
2. Threats, intimidations, verbal assaults, gestures or actions that simulate or feign striking of staff may result in an automatic three-day suspension. These actions include charging or lunging at staff.
3. Physical contact including any action that includes pushing, striking or any other battery may result in automatic five-day out of school suspension.

Threats, assaults, any element of battery or other actions covered in items #2 and #3 will result in police involvement. Any student suspended for the above actions is not in “good standing”. The employee is required to fill out the disciplinary referral slip in this charge indicating what was said or done.

The Principal is required to enforce the rule and notify the parent or guardian as soon as possible. Following the second suspension of a student for violating this policy, the student shall be referred to the Superintendent.

#### Student To Student, Code No: 506.11

Recognizing that the safe and orderly schools are essential to the student-learning environment and student well-being, Lapwai Schools support zero tolerance to violence. Any student exhibiting the following behaviors towards other students/peers will be subject to disciplinary actions:

1. Threats, intimidation, verbal assaults, harassment, gestures or actions that simulate or feign striking of other student/peer will result in immediate disciplinary action.
2. Physical contact, including any action that includes pushing, striking, fighting, or any other battery, will result in immediate disciplinary action.

Threats, assaults, any element of battery, or other actions covered above will result in police involvement. Any student suspended for the above actions is not in “good standing”.



The Principal is required to enforce the rule and notify the parent or guardian as soon as possible. Following the second suspension of a student for violation of the policy, the student shall be referred to the Superintendent.

*Policy – Weapons*

*Policy Title: Possession of Guns, Knives Code No: 503.7*

Possession of guns of any caliber or of knives that exceed two and one-half (2 ½) inches in length shall be prohibited on the school premises, whether in the possession of the student or in the student's locker, buses and at any school related function.

Disciplinary action shall be taken in accordance with the Gun Free School's Act and school disciplinary procedures.

The Gun Free Schools policy mandates the expulsion from school for a period of no less than one (1) year for any student who brings a firearm to school. This policy also provides the option for the District to modify the expulsion requirements on a case-by-case basis. The definition of "firearm" within the Act includes:

- A. Any weapon designed or able to be modified to expel a projectile by action of any explosive.
- B. The frame or receiver of any such weapon.
- C. The firearm muffler or silencer.
- D. Any destructive device to include bombs, grenades, rockets, missiles, or any other similar device.

This policy shall apply to all students expelled from other schools for violation of Gun Free Schools Policy or other weapons violations. This policy shall apply whether the expulsion or suspension proceeding occurred in this state or any other state or territory.

*Policy – False Reports*

*Reports/False Reports of Bombs, Bomb Threats, Firearms, and Deadly Weapons/Items Code: 503.7.1*

Filing a report as a threat or a false report with the result of disrupting the educational process or the intent of harassing or intimidating students or staff is prohibited in the Lapwai School District. This includes reports/threats of bombs, firearms, other deadly weapons or similar items. If it is determined that a student committed any of these acts, he or she will be suspended. Additional consequences may also be applied. Charges shall also be filed with the appropriate law enforcement agency.

## ***Dress Code***

### **Dress Regulations**

Students' dress, grooming, and personal property should not interfere with the educational process and functions of the school. Their clothing should not pose a health or safety risk. Clothing and personal property (including hats) must not be obscene and may not advertise or depict the use of alcohol, tobacco, or illegal drugs. Students who wear inappropriate clothing will be asked to change into something more presentable.



## **Gang Symbols**

The Lapwai Community is dedicated to preventing gang involvement. Lapwai Elementary supports preventing gang involvement and activities in the school environment by restricting clothing that represents gang activity.

Bandanas may represent different groups or gangs of students and will not be permitted to be used or worn – this includes on the head, waist, and arms or around the legs.

If a family feels that the wearing of a bandana is significant to a cultural event or purpose, they may request a meeting with the Board of Trustees to waive this rule.

## ***Food Service***

### **Food Allergies**

Many students in our school have severe food allergies. To protect the health and safety of everyone, students are not allowed to share or trade food. Our school is NUT FREE. Please do not send snacks or meals with peanuts or any type of nuts.

### **Nutrition Services**

Academic performance and quality of life are affected by the choice and availability of good foods in our schools. Healthy foods support student physical growth, brain development, and resistance to disease, emotional stability and the ability to learn. Serving healthy school meals is a critical factor in combating the growing epidemics of childhood obesity and diabetes.

In order to learn, students must maintain a healthy diet. Therefore, all students should receive healthy meals and snacks during school hours. Written permission is required if a student should not eat during a regularly scheduled meal. A doctor note is required for accommodations to be made for any special diet or dietary restrictions. Due to safety concerns, students are not allowed to leave school to go home for lunch unless signed out and accompanied by a parent/guardian.

Students are taught in the classrooms about good nutrition and the value of healthy food choices. Healthy food choices will be encouraged of all students, staff, administrators and parents in regards to school parties and school rewards.

Breakfast and lunch are available to all students free of charge.

## ***Personal Property***

Toys and electronic devices interfere with learning and cause disruptions at school. The school staff does not assume responsibility for lost personal items.

As a result, students may not bring personal belongings to school. Prohibited items include, but are not limited to:

- Trading cards
- Electronic devices (iPods, CD players, hand-held gaming systems, DVD players, MP3 players, etc.).
- Toys
- Skateboards
- Wheelies (shoes with wheels)



## **Cell Phones**

Lapwai Elementary School faculty and staff are dedicated to using every moment of class time for instruction. Cell phones are intrusive in class. In the interest of our students' learning, devices will need to be shut down and out of sight during the school day. Students' technology needs will be met by the Chromebooks available in every classroom. If parents/guardians need to contact a child, they may call the main office during the day.

Teachers will remind students to put away cell phones so they do not distract from the learning process. Students will be responsible for complying with the request. If everyone is focused on the lesson, it will be easier for everyone to learn.

Phones also need to stay turned off and put away before school starts, during lunch/recess, and at the After School Program (ASP). These procedures help students stay more connected, communicative, present, and engaged.

If a student does not comply with the request:

First incident – Phone is taken, labeled with the student's name and the teacher's name and sent to the office. Phone is held in the office to the end of the day and released to the student.

Further incident(s) – Phone is taken, labeled, and a parent/guardian is called and asked to pick up the phone after school.

## ***Safety/Health***

### **Address and Telephone Numbers**

It is very important that the school be kept informed at all times of the home address, telephone number, email address and an emergency telephone number where a parent/guardian can be reached. Please notify the office when there are any changes. This information is critical in case of any emergency.

### **Arrival and Departure**

Please remember the following when dropping off or picking up your student:

- Follow the signs for student drop off/pick up.
- Drop students off in only the designated area.
- Do not drop students off in front of the building.
- Do not drop off in the parking lot.
- Do not drop off in the bus zone.
- Make it as easy as possible for your child to exit or enter your vehicle safely.
- Make sure your child is on the curb side of your vehicle.
- Do not double-park.
- Do not stop on the crosswalk.



## **Child Abuse and Neglect**

Under the Child Protective Act, Idaho Code 16-1605, a school teacher, social worker, or other person having reasonable cause to believe that a child under the age of eighteen (18) has been abused, abandoned or neglected or who observes the child being subject to conditions or circumstances which would reasonably result in abuse, abandonment or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the Idaho Department of Health and Welfare. The building Principal will assist in making sure that the necessary actions covered under the law are carried out.

## **Contagious Conditions**

Students with the following conditions will be excluded from the classroom: Covid-19, measles, chicken pox, ringworm, pink-eye, fever above 100°, head lice, scabies, impetigo, poison oak, or poison ivy. A doctor's note may be required for re-admittance.

## **Head Lice**

If a student is found to have head lice, or any of the other identified contagious conditions, the parent will be contacted and arrangements will be made for the child to go home. If the school is unable to contact a parent or guardian, the child will be separated from the classroom. The child may return to class after treatment.

## **First Aid**

The following procedures are followed in the case of illness or injury. First, an attempt is made to determine the seriousness of the injury. In many cases, simple first aid is all that is needed. Second, if the injury or illness appears to be at all serious, an attempt is made to contact the child's parents or guardian. If the attempts to contact the parents or guardian are not successful, procedures on family emergency information are followed.

## **Medication**

A student is not permitted to have any medication in his/her possession during the school day. All medication; except those approved for self-administrations (ex: inhaler, epi pen), must be properly labeled and kept in the office, where school personnel will dispense it according to the written instructions from the parent, guardian and/or doctor. **Parent/guardians must complete a permission to dispense medicine form.**

## **Evacuation Procedure**

Fire drill/Bomb threat procedures will be used to evacuate buildings. Re-entry into the buildings will be made only after it is declared safe by the official in charge. In the event of an evacuation of the area declared by local civil defense authorities, all children at school will be bussed to the PiNeeWaus Community Center. Once there, children will be released only to their parents/guardian after approval of the building Principal.



## **Secure and Lockdown Procedure**

**Lockdown and Secure procedures are practiced routinely in case of emergency situations.** A two-page explanation for parents is included at the end of the handbook. Securing the building during emergency situations to keep our students safe is a process we practice regularly. In the event of a real emergency, parents would be notified immediately by telephone using our automated phone alert system. We would also communicate through the Nez Perce Tribe and media. Please do not be concerned regarding practice drills. Again, real emergencies will be communicated to parents as soon as possible. It is critical to keep the school informed about changes in contact information, insuring the correct phone numbers are on record.

## **Visitors to the Building**

Our highest priority is always the safety of our students. In addition to clear and practiced procedures in the event of an emergency, additional resources are now in place. Video intercom systems have been installed in all buildings in the district. Perimeters will remain locked the majority of the school day. Guests are requested to use the intercoms at entrances for school entry. Similar to a door bell, our offices will be alerted of your arrival. We will welcome visitors with the two-way intercom and open the door remotely. We would like to thank our families for their support with these additional safety measures.

## **Student Insurance**

The school district provides the opportunity for parents to purchase student insurance from a private carrier. This general insurance may be purchased the first few weeks of each school year or when a child registers during the year. The school district does not assume or have any liability for any student insurance purchased from any private carrier.

## **Telephone/Text Message/E-Mail**

Students will not be permitted to answer a telephone call, receive or return a text message or e-mail in the classroom except in an emergency.

If you experience a family emergency, we will be happy to hand-deliver a message to your child. Please limit requests for messages to be delivered to students. We make every effort to protect the educational environment and not interrupt teaching and learning.

## ***School Supplies***

Teachers will indicate the supplies children will need. Generally, these include such items as pencils, paper, ruler and crayons. Lists are available on our district website and at local stores.

## ***Family, School, Community Partnerships***

Developing and sustaining effective partnerships between the home, the community, and the school is critical to improving education at Lapwai Elementary School. Staff members will communicate frequently and provide many opportunities for families to participate and celebrate learning at our school.





# STANDARD RESPONSE PROTOCOL

## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

## COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

## HOLD

### "In Your Classroom or Area"

**Students** are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

### "Get Inside. Lock outside doors"

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

### "Locks, Lights, Out of Sight"

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

### "To a Location"

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

### "State Hazard and Safety Strategy"

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.







# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE

**"Get Inside. Lock outside doors"**



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

## SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

## WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

## WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

**"Locks, Lights, Out of Sight"**



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

## SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

## SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

## WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

## CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.





# LAPWAI MIDDLE-HIGH SCHOOL STUDENT & PARENT HANDBOOK 2023-2024







**WELCOME TO LAPWAI MIDDLE/HIGH SCHOOL  
HOME OF THE WILDCATS!**

**Dear Students and Parents,**

The faculty and staff would like to extend our best wishes to you for a successful school year. We hope that with clear expectations, a strong instructional program, and cooperation, the year will be outstanding for everyone. Please remember that our first and most important priority is to help you further develop your talents in all areas... academics, humanities, athletics, and your relationships with your teachers and classmates. If you need help, make sure that you ask your teachers, parents, or other school personnel for assistance. **School success depends on you.** *Be a communicator! Be a critical thinker! Explain and justify your ideas! Enhance your understanding! Strive for academic success! Create your goals, make a plan, and we will support you! Achieve! Achieve! Achieve! GO WILDCATS!*

Wishing you a successful academic journey,

Dr. D'Lisa Penney

Principal

Dr. David Aiken

Superintendent

**GUIDING PRINCIPLES**

**WE BELIEVE**

Students are the center of the educational process.

Education is the foundation for success.

Parents must be engaged in the education of their children

The district and the community must share a passion for education

Emotional & physical safety is necessary in the educational environment.

Learning is lifelong.

**LAPWAI SCHOOL DISTRICT MISSION:**

*Together, we ensure all students reach their full potential.*



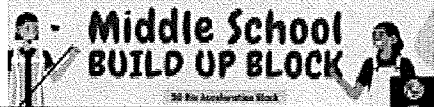


**DRAFT: A FEW NEW STAFF AND LOCATIONS WILL BE UPDATED BY REGISTRATION****Phone and E-Mail Directory**

		<b>High School</b> Physical: 200 Willow Ave. W. Mailing: 404 South Main Lapwai, ID 83540 Phone: 843-2241 Fax: 843-5289  <b>Elementary</b> 170 Agency Road Phone: 843-2960 Fax: 843-2978
Genny Brown	<a href="mailto:gbrown@lapwai.org">gbrown@lapwai.org</a>	<b>District Office</b>
Iris Chimburas	<a href="mailto:ichimburas@lapwai.org">ichimburas@lapwai.org</a>	
Erik McKim	<a href="mailto:tech@lapwai.org">tech@lapwai.org</a>	404 South Main Street Phone: 843-2622 Fax: 843-7746 David Aiken ext. 1202 Nathan Weeks ext. 1200 Connie Desjarlais ext. 1201
Josh Nellesen	<a href="mailto:jnellesen@lapwai.org">jnellesen@lapwai.org</a>	
Ann Munstermann	<a href="mailto:am@lapwai.org">am@lapwai.org</a>	<b>Transportation</b> Phone: 843-2681 Library ext. 3213
D'Lisa Penney	<a href="mailto:Dr.Penney@lapwai.org">Dr.Penney@lapwai.org</a>	
Ashlee Grunenfelder	<a href="mailto:agrunenfelder@lapwai.org">agrunenfelder@lapwai.org</a>	<b>District website</b> <a href="http://www.lapwai.org">www.lapwai.org</a>
Tena McKim	<a href="mailto:tmckim@lapwai.org">tmckim@lapwai.org</a>	
Lori Ravet	<a href="mailto:lravet@lapwai.org">lravet@lapwai.org</a>	<b>COACHES</b>
Tania Hanchett	<a href="mailto:thanchett@lapwai.org">thanchett@lapwai.org</a>	
Miles Sidener	<a href="mailto:msidener@lapwai.org">msidener@lapwai.org</a>	Catherine Big Man, Cheer DelRae Kipp, Cheer Josh Leighton Jr, HSFB, HSGBB,Track Josh Nellesen, HSFB, Track Sequoia Dance-Leighton, HSVB Joslyn Leighton, HSVB, HSGBB, Softball Harry Taylor, MSFB Jacob Aubertin, MSFB Pauline Bisbee, MSVB Brooklyn Baptiste, MSBBB Alexeo Domebo, MSBBB Sierra Higheagle, MSBBB Chris Katus, Wrestling Matt Lattuada, Wrestling Zachary Eastman, HSBB Jeremiah Wynott, HSBB Keith Kipp Jr, HSBB & Golf Add girls BB Add girls SB Ashlee Grunenfelder, Track Keith Kipp Sr, FB & Golf Bert Williamson, Baseball Dom Williamson, Baseball
Rhonda Taylor	<a href="mailto:rtaylor@lapwai.org">rtaylor@lapwai.org</a>	
Jenny Williams	<a href="mailto:jwilliams@lapwai.org">jwilliams@lapwai.org</a>	
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Buck Walker	<a href="mailto:bwalker@lapwai.org">bwalker@lapwai.org</a>	
Derek Knoll	<a href="mailto:dknoll@lapwai.org">dknoll@lapwai.org</a>	
LoriLynn Parish	<a href="mailto:lparish@lapwai.org">lparish@lapwai.org</a>	
Marianna Kerley	<a href="mailto:mkerley@lapwai.org">mkerley@lapwai.org</a>	



## 2023-2024 Monday - Thursday Bell Schedule

8:12-8:15 (3 min)	First bell & 8:15 tardy bell
8:15 - 8:40 (25 min)	 Power Up Block
8:40 - 8:44 (4 min)	Passing period
8:44 - 9:34 (50 min)	Period 1
9:34 - 9:38 (4 min)	Passing period
9:38 - 10:28 (50 min)	Period 2
10:28 - 10:32 (4 min)	Passing period
10:32 - 11:22 (50 min)	Period 3
11:22 - 11:25 (3 min)	Passing period
<b>MS Lunch 11:25- 11:55 (30 min)</b>	 HS Build Up Block
Passing period 11:55 - 11:58	
<b>HS Lunch 11:58 - 12:28 (30 min)</b>	 MS Build Up Block
12:28 - 12:32 (4 min)	Passing period
12:32 - 1:22 (50 min)	Period 4
1:22 - 1:26 (4 min)	Passing period
1:26 - 2:16 (50 min)	Period 5
2:16 - 2:20 (4 min)	Passing period
2:20 - 3:10 (50 min)	Period 6



<b>Lapwai Middle/High 2023-2024 Friday Bell Schedule</b>					
<b>Middle School</b>			<b>High School</b>		
<b>38</b>	<b>1</b>	<b>8:15-8:53</b>	<b>38</b>	<b>1</b>	<b>8:15-8:53</b>
<b>38</b>	<b>2</b>	<b>8:57-9:35</b>	<b>38</b>	<b>2</b>	<b>8:57-9:35</b>
<b>38</b>	<b>3</b>	<b>9:39-10:17</b>	<b>38</b>	<b>3</b>	<b>9:39-10:17</b>
<b>38</b>	<b>4</b>	<b>10:21-10:59</b>	<b>38</b>	<b>4</b>	<b>10:21-10:59</b>
<b>23</b>	<b>MS Lunch</b>	<b>11:03-11:26</b>	<b>38</b>	<b>5</b>	<b>11:03-11:41</b>
<b>38</b>	<b>5</b>	<b>11:30-12:08</b>	<b>23</b>	<b>HS Lunch</b>	<b>11:45-12:08</b>
<b>38</b>	<b>6</b>	<b>12:12-12:50</b>	<b>38</b>	<b>6</b>	<b>12:12-12:50</b>

### **PROFESSIONAL AND STUDENT RESPONSIBILITIES**

#### **Responsibility of Students**

- Attend school daily, be prepared for class and complete assignments to the best of their ability
- Follow the Student Code of Conduct and school based rules
- Model and practice the expected behaviors and universal guidelines
- Notify school staff about any dangerous behavior, bullying or activity that occurs on school grounds or off school grounds when it may result in disruption of the educational setting
- Accept and respect individual differences and people
- Bring only those materials to school that are allowed
- Keep parents informed of school related issues



- Ask school personnel or other trusted adults for help in solving problems

### **Responsibility of Parents/Guardians**

- Read the Student Code of Conduct with your child(ren)
- Make certain your child(ren) attends school regularly and on time
- Notify the school of absences or tardies in a timely manner
- Monitor your child(ren)'s academic and behavioral progress
- Talk to your child(ren) about school and behavioral expectations
- Play an active role and support your child(ren)'s educational experience

### **Responsibility of Teachers**

- Teach and review the Student Code of Conduct
- Use well planned, creative and engaging instructional plans daily
- Set expectations, teach, model and reinforce positive behavior
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Provide students with meaningful and relevant feedback on their behavioral and academic progress
- Maintain a safe and orderly classroom by using prevention and intervention strategies
- Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Use professional judgment to prevent minor incidents from escalating
- Keep parents informed of students' academic progress and behavior through regular communication
- Request additional training and/or staff development as needed

### **Responsibility of Administrators**

- Distribute the Student Code of Conduct to school stakeholders
- Implement the Student Code of Conduct in a fair and consistent manner
- Implement all Lapwai School District Board policies in a fair and consistent manner
- Maintain a safe and orderly school by using prevention and intervention strategies
- Provide students with meaningful and relevant positive feedback on their behavioral and academic progress
- Communicate policies, expectations and concerns and respond to complaints or concerns from students and parents in a timely manner
- Use professional judgment to prevent minor behavioral incidents from escalating
- Monitor, support and sustain the effective implementation and maintenance of School-wide Positive Behavior Interventions and Supports (PBIS)
- Define, teach, model, reinforce and support appropriate student behaviors to create positive school environments
- Provide meaningful opportunities for parent participation and involvement
- Identify appropriate training and resources as needed to implement positive behavior interventions and supports

### **Responsibility of Additional School-based Staff**

- Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors
- Provide students with meaningful and relevant positive feedback on their behavioral progress
- Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct
- Monitor, support and sustain the effective implementation and maintenance of a positive school culture and learning environment
- Use professional judgment to prevent minor incidents from escalating



## **Responsibility of District Staff**

- Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- Protect the legal rights of school staff, principals, students and parents
- Provide appropriate training and resources to implement positive behavior interventions and supports at each school
- Assist parents who are unable to resolve issues at the school level
- Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff

## **STUDENT DRESS AND PHYSICAL APPEARANCE**

Dress for success. Students should wear clothing that covers midriffs, shoulders, area below armpits, chests, backs, and underwear. All clothing should be of reasonable length and no bra straps and/or underwear can be showing. This includes shirts, which expose a bare midriff and tank tops with loose arms, which are too revealing. (Athletic uniforms approved separately). Wear clothing free of logos or insignia that depict drugs, alcohol, tobacco, vaping, gang affiliation, or can be construed as sexual, violent, vulgar, racial, profane, or inappropriate in nature. Hoods may not be worn in the school building during the school day. Clothing may not create a health or other hazard to the student's safety or to the safety of others. Parents/guardians will be notified. Further incidents will result in Progressive Discipline.

### **Dress Code Violation Consequences**

Step 1. The student will be asked to change to appropriate dress and will be escorted to the office to change inappropriate clothing.

Step 2. Parents will be notified. Step 3. After repeated violations, students will be subject to progressive discipline.

## **DISCRIMINATION**

The District does not discriminate on the basis of disability in the admission to, access to, or operations of its programs, services, or activities. Individuals who need accessible communications or other accommodations in order to participate in programs and services of the District are invited to make their needs and preferences known to the administration at the District Office.

## **DISABILITIES POLICY**

Programs and related services for students with disabilities are available for all eligible students. Compensatory (remedial) services are available in schools designated as target schools under federal guidelines. Teaching for homebound students, psychological testing, counseling, and social work services are available to all buildings.

Under The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the Lapwai School District is prohibited from discriminating against students on the basis of a disability. Lapwai provides a free and appropriate public education to each student within its jurisdiction regardless of the nature or severity of the disability. The school district ensures that students who need or are believed to need special education or related services will be identified, evaluated, and provided with appropriate educational services.

Section 504 also stipulates that students with disabilities have the right to participate in school sponsored extra-curricular programs and activities to the maximum extent appropriate to their needs.

Under Section 504 and IDEA, students with disabilities have the right to be placed in the least restrictive educational environment. To the maximum extent appropriate for the needs of the student, Lapwai will educate students with disabilities within its regular school program.

Students with disabilities and their parents have a number of rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school principal, school counselors, or the Director of Special Services, 843-2622.



## **STUDENT RECORDS**

Student records are maintained in a secure location and are available for review by parents/guardians, students and school staff on a "need-to-know" basis. Federal regulations are in effect governing student records. The regulations are listed in the Federal Register published by the United States Department of Education. If you desire more information about this, please call the superintendent at 843-2622. At times during the school year requests are made by agencies to obtain lists of student names and addresses. Individuals have the right to withhold that information. **Parents who do not want the school to release their child's name and address need to notify the school principal, in writing, each year.**

## **BUILDING –SCHEDULE**

### **Building Hours**

Building hours are from 7:30 am to 4:00 pm. Students are not allowed to enter the building before or after those times unless under the supervision of a staff member. The cafeteria will be open at 7:45 A.M. daily and breakfast will be available until 8:05 am.

Students who are not under the direct supervision of an adult by attending detention, an academic after school program or after school activity, must leave campus by 4:00 pm daily.

## **ATTENDANCE REGULATIONS**

The Board of Directors considers full-time attendance to be an essential element in the student's educational process. Regular attendance fosters a climate conducive to learning, perpetuates effective teaching, protects the integrity of the scholastic day and ensures quality Education. There is a clear connection between student academic success and consistent school attendance. Idaho Code 33-202 stipulates that attendance is compulsory for all children between the ages of seven and sixteen years and those parents/guardians are responsible to ensure that children are in attendance.

### **Excused Absences**

Excused absences shall include approved school activities, personal illness, family emergencies, and pre-arranged absences that are approved by the principal through the office and will be considered on individual merit. Students are expected to make up all graded assignments when possible or practical within a reasonable time after an excused absence. Failure to do so will be reflected in the grade the student will receive for that grading period. Teachers are expected to assist with make-up assignments or activities given in lieu of assignments. In rare instances when neither of the above is possible nor practical, the principal must be consulted and the grade for work missed may not be counted in the final grade computation.

The parent/guardian is asked to call the school (**by 8:00 am**) on the day a student is absent from school. If no call is made, a written statement indicating the reason for the absence should be sent with the student on the day of returning to school.

### **Pre-Arranged Absences**

Pre-arranged absences are those approved by the parents for family trips, hunting, church conventions, etc. A request must be made in advance of the absence with a note signed by the parent or guardian and presented to the office. The request may be made before the absence by telephone, but a written note must follow to enable the student to be excused for the absence.

Arrangements for makeup work are the responsibility of the student, who will be expected to be able to continue with the course work of each class upon return to school after the absence.

### **Checking in/out of School during the School Day**

When a student checks out of school for reasons other than illness (doctor, dental, funerals, etc), a call or note from the parents or guardians to the office requesting the absence is required.



When a student becomes ill while at school, he/she must check out with the office. The office will call home. **Note: A PARENT OR GUARDIAN MUST PICK UP THE STUDENT.**

Students not following this procedure will be considered truant. When a student arrives at school at times other than the regular start of the school day, he/she must check in at the office.

### **Unexcused Absences**

Absences for other reasons shall be considered as unexcused. The student and parent/guardian assume the responsibility for making up the work missed. Work missed during an unexcused absence may be made up for credit based on the administrator's discretion. If student is allowed to make up work missed, full credit will be given.

### **Suspended Students**

On the day of the suspension, teachers will be notified and the assigned work for the student will be sent to the office by 3:00 pm for the parent to pick up the following day. Work missed during an unexcused absence may be made up for full credit based on the administrator's discretion. All work is due upon the return of the student to the classroom.

### **Tardies**

Students are expected to get to class on time. Excessive and habitual tardies are not acceptable and will result in closed campus (HS Only), detention, Saturday School, suspension, or expulsion from school.

#### **Unexcused Tardies (per semester)**

**3 Tardies in a Week:** ½ Hour Friday Detention

**4 or More Tardies in a Week:** 1 Hour Friday Detention

### **Truancy**

Willful absence of the student without the knowledge of the school or parents/guardians is considered truancy. This includes but not limited to school assemblies and/or field trips during the regular school day. It is unexcused and may lead to Friday Detention, Saturday School, suspension, or expulsion from school. Excessive absenteeism/truancies will result in referral to the Nez Perce Tribal Juvenile Justice Service and Nez Perce Tribal Prosecutor or Nez Perce County Juvenile Court Services and Nez Perce County Prosecuting Attorney. Work can be made up at the discretion of the school administration.

### **Withdrawal from School**

Parents should notify the school if they plan to withdraw their child from this school. Once the withdrawal is validated, the student will be issued a 'Drop Sheet' to be completed by teachers. The 'Drop Sheet' provides the following information: the grade earned by the student at the time of the withdrawal, teacher comments about the student, and an indication of whether or not the student owes any fines. This 'Drop Sheet' is returned to the office and signed by the principal. A copy of the 'Drop Sheet', along with a copy of immunization record if requested, are sent with the student to expedite enrollment in another school.

#### **- Automatic Withdrawal:**

Students who don't attend school for 10 consecutive days without parent/guardian notification, will be automatically withdrawn from Lapwai Middle/High School. Parents/Guardians will be given notification prior to this occurring.

### **Last Day of School**



Students are expected to attend the last day of school. Attendance is taken as usual, and routine procedures are followed in terms of attendance regulations, truancy, etc. Final examinations are typically scheduled during the last three (3) days of school. Students are not allowed to take final tests prior to their scheduled time.

Reminder: students are required to clear their lockers and take home personal items prior to the last day of school. Any items left in lockers at the conclusion of locker cleanout will be removed.

### **ATTENDANCE-BASED CREDIT DENIAL –**

**Students in grades 6-8** are expected to attend school on a regular basis. Excessive absences, unexcused absences and/or trancies will result in failure of classes and/or required remedial activity. All absences are subject to review.

**All students in grades 9-12** are expected to attend school on a regular basis. Credit will be withheld for excessive absences, unexcused absences and/or trancies. All absences are subject to review. Patterns of excessive absences, unexcused absences, or trancies will result in denial of credit in the related class or classes.

### **Administrative Procedures**

- A) Parents/guardians will be notified in writing if a student has accumulated in excess of six (6) absences and (12) absences in one or more classes.
- B) Students with ongoing attendance problems will be referred to the administration to determine action to be taken.
- C) If a student exceeds twelve (12) absences in any class during a semester, credit may be withheld.
- D) Parents will be notified in writing if credit is withheld.
- E) If a determination is made to withhold credit, the student may make an appeal to the Lapwai Attendance Committee.
- F) If an appeal is made, it is the responsibility of the student/parents to provide substantial documentation that:
  - 1) Clears up unverified absences, unexcused absences or trancies.
  - 2) Illustrates extenuating circumstances that led to excessive absences,
  - 3) Health or legal issues preventing the student from attending school.

Appeals Process will be reviewed with students and Parents by Administration when necessary.

### **ACADEMIC DISHONESTY or ALTERATION OF RECORDS**

Any student who knowingly submits any work of others fraudulently represented as his own shall be considered to have cheated. Cheating includes citing and abetting or cheating by others. A student who cheats may be subject to suspension.

A student who falsifies or alters a school record or any communication between school and home shall be guilty of misconduct.

### **ACCIDENTS/ INJURIES /INSURANCE**

If a student is injured during the course of the school day, he/she should report to the office to receive assistance and/or contact parents. An accident report will be filed in the office.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district does make student medical insurance



available to families for their individual purchase. Brochures outlining the coverage and premiums are available at the school office.

### **ACTIVITIES AND ATHLETIC PROGRAMS**

Students who attend games, music programs, dances, or any other school-sponsored after-school activities are governed under the same rules and regulations set forth in Lapwai School District Rules and Regulations, the Student Handbook, Athletic Handbook and Idaho Code. Students who attend games will represent Lapwai Middle/High School with pride and respect.

Please refer to the Student Athletic Handbook for grades 7-12 for all rules and regulations governing student athletics.

**FOOTBALL HOMECOMING: HoCo week is October 17-22nd, HoCo game AND Senior Night are October 22nd.**

<u>Fall Season</u>		<u>Winter Season</u>		<u>Spring Season</u>
7 & 8 Football (Combined) High School Football		7 & 8 Boys Basketball High School Boys Basketball		6, 7, 8 Boys & Girls Track High School Boys and Girls Track
7, 8 Girls Volleyball High School Volleyball		7 & 8 Girls Basketball High School Girls Basketball		High School Boys Baseball
High School Cheer		High School Cheer		High School Girls Softball
		Wrestling		High School Golf

The following Activities and Athletic programs are provided during the school year: **Activity Fee:** ALL students are urged to pay the activity fee at registration. ALL athletes must pay this fee in order to participate in any athletic activity. The proceeds of this payment are used to finance all extracurricular activities. This money is used to pay for uniforms, equipment, supplies, awards, letters, and referees for athletic events. Students who pay this fee will receive an activity card, which will admit them free to all athletic events at our school (except tournaments).

### **SPORTSMANSHIP: Lapwai Wildcat Sportsmanship**

*We honor our Wildcat Pride and the "Wip Wip Way" through our positive and respectful conduct during sporting events.*

Rules for sportsmanship come directly from the Idaho High School Activities Association and the Whitepine League, and are very specific. Violations of these rules can result in probationary status, fines or suspension of the season for our school. These rules are not only for students and staff at Lapwai School District, but all for all individuals who participate or spectate any athletic event or activity sponsored by Lapwai Middle/High School, White Pine League, IHSA, or any other NFHS member school. These rules will be strictly enforced.

#### **From the IHSA Manual:**

The following sportsmanship rules will be in effect:

- Face Painting:** Full or half face painting is not permitted.
  - Exception:** Partial face painting is permitted (i.e. small markings on cheeks, nose, forehead).
- Posters/Banners/Signs:**
  - All signs must display only positive support for own team.
  - Signs and banners will be limited to the area in front of each school's assigned cheering section.
- Artificial Noisemakers:** Artificial noisemakers are prohibited.
- Balloons:** Balloons are not permitted per IHSA and WPL rules.
- Attire:** Bare chests are not permitted. Shirts must be worn at all times.
- Inappropriate Behavior:** any behavior that is used to distract or disrupt any event from its intended purpose.
  - The following are not permitted:
    - Throwing objects onto (or entering) the playing area before, during, or after a contest.
    - Verbal harassment or derogatory remarks directed towards a student athlete, coaches, fans, or officials.
      - Example:** This includes, **but not limited to**, yelling and stomping during foul shots and yelling such things as "Air Ball" and "You got swatted".

Individuals who continually exhibit un-sportsmanlike behavior will be subjected to the following actions:

- Verbal warning by administration.
- Asked to leave athletic event/activity and not allowed back for 24 hours.
- Asked to leave athletic event/activity and not allowed back for the remainder of that particular sport's season. If violation occurs during the last game of the season or state, suspension will be held over to the next sport that regularly occurs. (Example, if it happens at state track, then person/persons will not be allowed to attend fall sporting events.)



4. Asked to leave athletic event/activity and not allowed back to any Lapwai School District sponsored or participating event. (Notification will be made to the White Pine League, IHSAA as well.) A no trespassing order will also be issued.

**We want to present the best of Lapwai fans to all other teams and crowds. Please respect all teams and officials in a positive manner.**

### **ACTIVITIES and CLUBS**

Available to students of Lapwai Middle/High School (with advisor identified):

- **Activities under IHSAA**
- **Lapwai Athletic Leadership Team includes: Dr. Aiken, Superintendent, Dr. Penney, Principal & Athletic Director, Josh Leighton Jr., Whitepine League and Region 2 Representative & Scheduler, LoriLynn Parrish, Game Manager, Bradley Peterson, Concessions Manager**
  - o Baseball, Basketball, Cheer, Football, Softball, Track, Volleyball, Wrestling, Golf
- **Business Professionals of America (BPA) (Bradley Peterson)**
  - o Any student taking business classes is eligible for membership. Students compete at the regional, state and national levels in a variety of business/computer-related events.
- **FFA (Devin Boyer)**
- **GEAR UP (Tena McKim)**
- **Indian Club (Jenny Williams)**
- **Student Council**
  - o Representatives of each grade level compose the Student Council. They meet twice a month on Wednesday at lunch.
- **Upward Bound (Sienna Reuben)**
  - o A member program of Bridge Idaho, an organization dedicated to college access and attainment for low-income and first-generation students.
- **Wildcat Booster Club**

### **BAGS, BACKPACKS, PURSES, and OTHER PERSONAL ITEMS:**

Students are encouraged to use their lockers to store their school supplies and personal items. All bags, backpacks, and purses **must** be kept in lockers during the school day. Each

### **LOCKERS**

- o Each student will be assigned a locker during registration. Students are not allowed to change lockers. Students wishing a locker reassignment will need to check with administration. All lockers are equipped with lock to protect items that are stored within them. However, students are encouraged to not bring any items of value to school for the risk of being lost or stolen. Each student will receive a combination for their locker. It is the student's responsibility to remember their locker combination and to keep it locked at all times when not in use.
- o Students are responsible for all textbooks and equipment issued to them and should make certain that their name is in each book. All personal items and books are to be kept in lockers. Neither Lapwai Middle/High School nor the Lapwai School District can be held liable for any lost, stolen or damaged property when left at school.
- o Lockers are not to be written on, marked, scratched, or used as bulletin boards. The cost of repairing any damage to lockers will be charged to the student. Periodic locker clean-outs may be scheduled.

### **The district's policy concerning the inspection of student lockers is as follows:**

The school has the right to search a student's personal belongings, a student's vehicle, and/or the student themselves based upon reasonable suspicion, when it is in the best interest of the safety and welfare of other students. Student lockers remain the property of the school, and school officials retain the authority to inspect lockers. Law enforcement and/or



security agencies that utilize "drug dogs" may be asked to provide random searches of the school campus (includes, but not limited to, classrooms, lockers, bathrooms and cars). Prohibited material or other items reasonably determined to be a threat to the security and safety of an individual student or others may be removed from the student's possession. A reasonable effort will be made to notify the parent or guardian.

## BEHAVIOR EXPECTATIONS

**See Student Code of Conduct** <http://www.lapwai.org/board/policy/500/500.php>

The **PBIS Plan** emphasizes teaching students to behave in ways that contribute to academic achievement, school success, and support a school environment where students and school staff are responsible and respectful.

The PBIS Plan will include: teaching school rules, reinforcing appropriate student behavior, using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

The educational purposes of the schools are accomplished best in a positive school climate that teaches, models, and reinforces student behavior that is socially acceptable and conducive to the learning and teaching process. There must also be a consistent continuum of consequences for ongoing student misconduct across the Lapwai School District.

One of our school improvement goals is to improve student behavior through **Positive Behavior Interventions and Supports (PBIS)**. To achieve this goal, three overarching rules have been adapted for our school: **Be Respectful, Be Responsible, and Be Safe**.

Below are the Lapwai High School PBIS behavior expectations. This matrix describes the expected behavior for every location on our school grounds. These behavior expectations will be taught explicitly, modeled, practiced, and positively reinforced. Students will be acknowledged for successfully managing these behaviors.

PBIS	<u>Be Respectful</u> <u>Qa'ánnin'</u>	<u>Be Responsible</u> <u>Timmiyunin'</u>	<u>Be Safe</u> <u>Namá'íyanin'</u>	<u>Digital Citizenship</u>
<u>All Areas</u>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Respect others and self (including property, clothing and language choices)</li> <li>*Treat others as you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>*Be here every day</li> <li>*Be on time</li> <li>*Leave personal items in locker (phones, iPods, iPads, mp3 player, all electronic devices)</li> </ul>	<ul style="list-style-type: none"> <li>*Be bully-free in words and actions</li> <li>*Keep hands, feet, and objects to yourself</li> <li>*Inform an adult about dangerous objects, behaviors, and substances</li> </ul>	
<u>Classrooms</u>	<ul style="list-style-type: none"> <li>*Use kind words and actions</li> <li>*Use quiet voices</li> <li>*Follow directions quickly</li> <li>*Use active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>*Do your best</li> <li>*Come to class prepared</li> <li>*Listen respectfully</li> <li>*Use break times responsibly</li> <li>*Leave backpacks, purses, makeup bags etc. in locker</li> </ul>	<ul style="list-style-type: none"> <li>*Follow class expectations</li> <li>*Get permission to leave class</li> <li>*Stay in assigned area</li> <li>*Leave chair and desk legs on floor.</li> </ul>	
<u>Passing Areas</u>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Keep hands &amp; feet to self</li> <li>*Use kind and appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to destination &amp; back</li> </ul>	<ul style="list-style-type: none"> <li>*Walk safely and with purpose</li> </ul>	



(Hallways, stairs, foyer, sidewalks, breezeway)				
<u>Cafeteria/ Lunch-break</u>	<ul style="list-style-type: none"> <li>*Follow staff instructions</li> <li>*Touch and eat your own food</li> <li>*Stay in line/ keep your place in line</li> </ul>	<ul style="list-style-type: none"> <li>*Food &amp; drink in cafeteria only</li> <li>*Clean up your area</li> </ul>	<ul style="list-style-type: none"> <li>*Drive safely (high school)</li> <li>*Stay in designated areas only</li> </ul>	
<u>Outside Activities</u>	<ul style="list-style-type: none"> <li>*Follow directions quickly</li> <li>*Play fair</li> <li>*Take turns and share equipment</li> <li>*Use positive behavior and language</li> </ul>	<ul style="list-style-type: none"> <li>*Respectfully, use and return equipment properly</li> <li>*Take care of facilities</li> </ul>	<ul style="list-style-type: none"> <li>*Inform an adult about dangerous objects, behaviors, and substances</li> <li>*Play safely</li> <li>*Stay in assigned areas</li> </ul>	
<u>Bathrooms</u>	<ul style="list-style-type: none"> <li>*Respect privacy</li> <li>*Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>*Flush the toilet</li> <li>*Wash your hands</li> <li>*Return to class quickly</li> <li>*Use sign out sheet/hall-pass</li> <li>*Report and inform staff of any safety/maintenance issues</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Throw trash away</li> <li>*Keep water &amp; soap in sink</li> </ul>	
<u>Gym</u>	<ul style="list-style-type: none"> <li>*Follow adult instructions</li> <li>*Play fair</li> <li>*Encourage others</li> <li>*Share equipment</li> </ul>	<ul style="list-style-type: none"> <li>*Respectfully, use and return equipment</li> <li>*Follow gym expectations</li> <li>*Leave all food and drinks outside the gym</li> </ul>	<ul style="list-style-type: none"> <li>*Play safely</li> <li>*Only in gym with adult supervision</li> </ul>	
<u>Library</u>	<ul style="list-style-type: none"> <li>*Use quiet voices</li> <li>*Follow directions</li> <li>*Respect others' space</li> </ul>	<ul style="list-style-type: none"> <li>*Return books on time</li> <li>*Take care of books, computers, and library equipment</li> <li>*Put away items after use</li> </ul>	<ul style="list-style-type: none"> <li>*Walk</li> <li>*Follow library expectations</li> <li>*Only in Library with adult supervision</li> </ul>	
<u>Bus/Pick-Up Zone</u>	<ul style="list-style-type: none"> <li>*Follow bus drivers' and staff's directions</li> <li>*Respect others' space</li> <li>*Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>*Carry your own things on and off the bus</li> <li>*Throw away your trash</li> <li>*Remain seated until it is time to get off</li> </ul>	<ul style="list-style-type: none"> <li>*Keep head and arms inside the windows</li> <li>*Keep feet and backpacks out of the aisle</li> <li>*Walk to and from the bus</li> </ul>	
<u>Assemblies</u>	<ul style="list-style-type: none"> <li>*Remain respectful to presenters</li> <li>*Keep all electronic devices in locker during assemblies</li> </ul>	<ul style="list-style-type: none"> <li>*Enter and exit quietly</li> <li>*Pick up trash on way out</li> <li>*Follow gym expectations</li> </ul>	<ul style="list-style-type: none"> <li>*Remain seated</li> <li>*Walk with class</li> <li>*Stay with class</li> </ul>	
<u>Emergencies</u>	<ul style="list-style-type: none"> <li>*Listen and follow directions quickly</li> <li>*Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>*Be alert</li> <li>*Provide assistance if asked</li> </ul>	<ul style="list-style-type: none"> <li>*Remain calm</li> <li>*Stay quiet</li> <li>*Walk with class</li> </ul>	

### UNIVERSAL CONSEQUENCE SYSTEM

A universal consequence system will be a clear and observable system of behavior checks. By having a physical, step-by-step consequence system students will be held accountable for their actions and teachers will be accountable to give consistent and fair consequences. This universal consequence system will provide adequate documentation necessary for discussion with



parents and problem-solving on a school level. With a consistent system among staff, it will be easier to prioritize large-scale improvements at the school.

1. Each teacher will have a system of **THREE warnings for behavior**. Each warning will produce a leveled consequence.
2. Each teacher will have a **PHYSICAL display** of the consequence system.
3. All warnings and leveled consequences (whether administered by teachers or administration) must be **expected and consistent**.

**Warning 1:** Verbal Warning

**Warning 2:** Verbal Warning PLUS Corrective Teacher Intervention

**Warning 3:** Verbal Warning PLUS Corrective Teacher Intervention

**Write Up 4:** Write-Up with Corrective Teacher Interventions noted

### **BULLYING/HARASSMENT**

Bullying is when one or more people cause physical, verbal, or emotional harm to another. To help all students feel safe at school, we have a concerted effort to stop bullying.

Lapwai Middle/High School does not tolerate bullying or harassment, and is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, cyber bullying, or bullying by students, staff or third parties is strictly prohibited and shall not be tolerated.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, bullying, cyber bullying or menacing in violation of this policy is encouraged to immediately report his/her concerns to a teacher; his/her immediate supervisor; to the building principal; or to the superintendent.

### **BUS SERVICE**

**Appropriate behavior is expected of all students while riding school buses as per Lapwai School District Discipline Code** (refer to enclosed 5020 Discipline Code). Students riding the bus to school must obey posted rules, regulations and the authority of the bus driver. Students not abiding by these rules will be subject to disciplinary action determined by the school administrators. Only students living outside the city limits of Lapwai (with the exception of Sundown Heights) may ride buses. Once students arrive at school on the bus, they are required to stay on the school grounds.

### **CRIMINAL ACTS**

The following acts are among those defined as criminal under the law in the State of Idaho. Police may be involved in addressing any of these concerns:

1. **Assault-** Physical threat or violence toward staff or students
2. **Bomb Threats-** Student(s) calling in a bomb threat may be convicted of a felony and subject to penalty in the state penitentiary.
3. **Extortion or Coercion-** Obtaining money or property by violence or threat of violence, or forcing a person to do something against his/her will by force or threat of force
4. **Possession** of firearms, weapons, or explosives
5. **Sale, use or possession of alcohol or drugs**



- a. Lapwai Middle/High School is committed to a drug-free environment. Students suspected of being under the influence of any drug during school, on school property, or at any school function will be isolated, based on "reasonable suspicion." If students are determined to be "under the influence," parents/guardians will be contacted, along with law enforcement.
- b. It is the policy of the Lapwai School District that a student shall not possess, use, sell, transmit, traffic in, or be under the influence of illegal/controlled substances on the school grounds or while attending a school activity. It is the policy that any student who uses, sells, transmits, or traffics in any substance that is subject to this policy shall receive professional assistance. Lapwai Schools will follow Idaho law and Board Policy when assisting students with drug/alcohol concerns. A student who brings drugs and/or alcohol to school or who is under the influence of drugs and/or alcohol may be subject to the following discipline and/or suspension or expulsion at the discretion of the School Board.
  - i. 1<sup>st</sup> Offense: 5 days out-of-school suspension and may be required to appear before the Board for possible expulsion.
  - ii. 2<sup>nd</sup> Offense: 10 days out-of-school suspension and may be required to appear before the Board for possible expulsion.
  - iii. 3<sup>rd</sup> Offense: Recommendation for expulsion.
6. **Sexual harassment/abuse-** Unwanted, inappropriate touching, teasing, and/or threatening. An incident report will be filed; parents will be notified
7. **Tampering with security systems and/or fire alarms**
8. **Theft-** Stealing property of the school or of another person or aiding or abetting such stealing
9. **Trespass by Students-** Being in an unauthorized place under school jurisdiction and/or refusing to leave when ordered to do so
10. **Unauthorized use of Firearms, Dangerous Weapons, or Explosives**
11. **Vandalism, arson, malicious destruction of school property**  
-Students are responsible for the proper care of all school property. Students who damage school property will be expected to pay for the damages. The amount owed will be the costs to repair or replace damaged property. Disciplinary action may be taken by the school and/or law enforcement.

### COMMUNICATION

Communication between the school and home is an important and integral part of schooling. Please do not hesitate to contact the school at any time a question or concern arises.

Communication will come in multiple forms:

- Bright Arrow Phone System
- Personal Phone Calls from Staff
- Emails
- Announcements on District Website
- Announcements on District Facebook Page
- Announcement on Lapwai Middle/High School Athletic Facebook Page
- Correspondence by Mail
- Local News Papers
- Nez Perce Tribal Message Board (when deemed appropriate by the Superintendent)

### CHANGE OF ADDRESS

We must have the correct home address and a telephone number of parents/guardians and where they can be reached during the school day for emergencies. Inform the office immediately if you change your address or telephone number.



### **COUNSELING SERVICES**

The Guidance and Counseling program in the Lapwai School District is an integral part of the total educational process. Counseling services include individual counseling, group counseling, career guidance, testing, and coordinating referral service. Counseling is also available to students to help in class selection to best meet their needs to enter the world of work as a productive citizen. Students are encouraged to talk with their counselor at least once per semester.

#### **Services**

##### **CLASS TRANSFERS**

- o Students will not be permitted to transfer classes after the first week of the semester. Students dropping a class after the third week will receive a failing grade for the semester (except in unusual cases. These cases must be approved by the building principal AND school counselor).

##### **COLLEGE ADMISSION AND FINANCIAL AID**

- o Students should recognize the importance of their school records for financial aid and admission to college. This record is the accumulation of efforts beginning with the entrance into school and continuing through the senior year. It includes not only grade point average, but also course selections, test results, activity participation, leadership, attendance habits and citizenship.
- o All colleges in the State of Idaho are implementing entrance requirements beyond having an Idaho high school diploma. See the guidance counselor for specific information on admission requirements, College Entrance examinations, the American College Test, and general scholarships and financial aid information. Each year the counselor calls special meetings and makes announcements regarding admission scheduling of special entrance test and financial aid. It is essential that students attend sessions and note announcements in order that they might become aware of deadline dates for entrance applications and financial aid applications.

#### **- SCHEDULING**

- o All students in grades 7-12 will be required to carry a full schedule (6 hours per semester).
- o Middle School students may only change elective classes at semester. Core classes are assigned and are not flexible.
- o High School students may change schedules at semester. All changes will adhere to Idaho graduation requirements. The requirements for making scheduling changes are:
  - Schedule changes must be made prior to the 6<sup>th</sup> day of the semester in order for the student to receive semester credit for the course.
  - Only the School Counselor or Principal can change a course.
  - All changes require a completed drop/add form.
  - The teacher's signature on the drop/add form confirms the course change.
  - The student must return the drop/add form MUST BE to the school office immediately for validation. Failure to return the form in a timely manner may cause an incorrect class schedule; failure to meet graduation requirements; or lead to loss of core credit needed for high school graduation.
  - Only 10<sup>th</sup> – 12<sup>th</sup> grade students in accelerated academic standing with a cumulative 2.8 grade point average, good attendance, and no major violation of school rules, may be a teacher's aide (TA).

##### **HIGH SCHOOL CREDITS**

##### **GRADUATION REQUIREMENTS**

The board of Directors, Lapwai School District #341, has set the requirements for all students who graduate from Lapwai High School. The minimum graduation requirements of the District shall be as follows:



<u>Course Name</u>	<u>Semester Credits</u>
English	8
Speech Communication	1
Social Studies	5
*Mathematics	6
Science	6
Health	1
Humanities	2
Electives	<u>17</u>
TOTAL	46

\*Geometry or equivalent with 2 credits completed during senior year.

Students must take the ACT, SAT or Compass Test and successful completion of Senior Project and Civics Test.

### **CAMPUS / CLOSED CAMPUS /ELEMENTARY CAMPUSES**

#### **Closed Campus**

Lapwai Middle/High School is a closed campus. Once students are on campus, they must remain on campus until the end of the day unless permission is granted from the principal or Dean of Students..

- **Middle School Lunch:** Campus for Middle School Students during lunch is closed. Middle School Students are not allowed to leave during lunch without permission from school administration. Parents/guardians may check their middle school student under the following procedures:
- **Student Lunch Time Checkout Procedure:**
  - 1- A parent may sign out his/her child for lunch and must sign them back in upon their return.
  - 2- If a parent sends a note for their child to be picked up by another adult on the student contact list, the office staff will contact the parent to confirm the note. Once confirmed, the adult will sign the student out and back in upon return to the school.
  - 3- A child will not be released to a noncustodial adult without being on the child's contact list.
  - 4- If an adult is not on the contact list, they may be added, by request of the parent.
- **High School Lunch:** ALL High School Students are encouraged to stay on campus for lunch. However, 11<sup>th</sup> and 12 grade students are allowed to leave campus as long as they are not tardy to their next class. Lunch for 9<sup>th</sup> and 10<sup>th</sup> grade students is closed, unless written parent permission is submitted to the front office. Violations will result in a loss of this privilege.
  - o 1<sup>st</sup> Violation→ Warning
  - o 2<sup>nd</sup> Violation→ Loss of privilege for 1 day
  - o 3<sup>rd</sup> Violation→ Loss of privilege for 1 week
  - o 4<sup>th</sup> Violation→ Loss of privilege for Month
  - o 5<sup>th</sup> Violation→ Loss of privilege for semester
  - o 6<sup>th</sup> Violation→ Loss of privilege for rest of the year.

#### **Elementary Campus:**

Students are not allowed on the elementary school grounds at any time during the elementary school day. Students who pick up siblings are required to wait in a designated area determined by the elementary principal. Exemplary student behavior must be displayed at all times.



### DANCES

- Homecoming Game is Oct 22<sup>nd</sup>, HoCo Dance is (TBD) High School Gym, 9 pm -12 am
- High School Prom TBD, TBD, 9 pm – 12 am
- Middle School Dances and Other High School Dances TBD

ALL school rules and regulations apply. It is to be noted that Middle School dances are for Lapwai Middle School students only. Homecoming and Prom are for High School students only. Guests must have proper paperwork completed to be allowed admission.

#### **Dance Guidelines:**

- Students must be in “good standing” to attend any school dance.
- Once students have left a dance, they may not return.
- Bags and backpacks will not be permitted to enter the dance.
- Students must adhere to school rules or they will be asked to leave the dance.
- Students must be in compliance with attendance policies and must be in attendance the week prior to the dance in order to attend.

### DISCIPLINE POLICY

Students at Lapwai Middle/High School are expected to **behave appropriately** while at school. Students and staff follow the behavior expectations of the ***PBIS Behavior Matrix***. Those students choosing to misbehave may receive consequences. These consequences will be determined based upon the student's behavior pattern and the severity of the misbehavior.

### DRIVER'S EDUCATION

High school students who are at least 14 ½ years old may sign up to take driver's education. All students taking driver's education must be in grade 9-12 when the course begins. This course consists of six hours of practice driving and thirty hours of classroom work. Students should sign up through the front office of the high school and priority will be given relative to age. The oldest students will be given the opportunity to complete driver's education first. The cost is \$100 for in-district students and \$125 for out of district students, with priority given to in-district students.

### DRIVERS LICENSE - REVOCATION

Idaho Code 49-303/49-303A states that students who drop out of school prior to the age of 18 will have their driver's license suspended. Personal or family hardships must be documented by the parent/guardian in writing, in order for the student to receive a waiver of this statute. Waivers may only be granted by the school principal or his/her designee. Please review the following guidelines:

- A public school principal or designee shall provide written notification to a minor and the minor's parents, guardian or custodian of the school district's intent to request that the department suspend the minor's driving privileges because the minor has dropped out of school and has failed to comply with Idaho Code 49-303/49-303A.
- The minor or the parent, guardian or custodian of the minor shall have fifteen (15) calendar days from the date of receipt of this notice to request a hearing before the public school principal or the principal's designee for the purpose of reviewing the pending suspension.
- The requested hearing shall be conducted within thirty (30) calendar days after the public school principal or the principal's designee receives the request.
- The public school principal or the principal's designee shall waive the requirements of Idaho Code 49-303/49-303A for any minor under its jurisdiction for whom personal or family hardship requires that the minor have a driver's license for his or her own or his or her Family's employment or medical care. Consideration will be given to recommendations of teachers, guidance, school officials or other academic advisors prior to granting a waiver.
- *Hardship waivers shall be requested if desired by the minor or the minor's parent, guardian or custodian at the initial hearing.*



### **DOORS OF THE BUILDING AND SAFETY**

All doors of the building shall remain locked at all times. The right front door has a camera and intercom system in which all visitors will use. The front office staff will buzz the door to unlock and allow visitors to enter and check in at the front office. There will be signage at the front door that reads "Please use the intercom for school safety."



### **FIRE DRILLS/EMERGENCY EVACUATION**

An emergency evacuation map is posted in each classroom. Students must become familiar with escape routes from each classroom. When the alarm is sounded, students are asked to move quickly and quietly when leaving the building. Students are to stay with their assigned teacher and await further instruction.

The safety of our students is always our first priority in the Lapwai School District. We have clear and practiced procedures in each building in the event of an emergency situation. We would like to thank you for your willingness to check into the office when visiting our schools. All parents, family members, and visitors must report directly to the office upon entering the building. Thank you for your patience when questioned and approached by staff in our schools, as they have been trained to approach and intercept visitors. We have minimized access to our buildings with most doors remaining locked at all times. We welcome and encourage visitors, yet we must enforce safety procedures and precautions to protect our students.

A critical component to our emergency procedures are lockdowns. Securing the building during emergency situations to keep our students safe is a process we practice regularly. In the event of a real emergency, parents would be notified immediately by telephone using our automated phone alert system. We would also communicate through the Nez Perce Tribe and media. Please do not be concerned regarding practice drills. Again, real emergencies will be communicated to parents as immediate as possible. It is critical to keep us informed about changes in your contact information, ensuring we have correct phone numbers on record. Should you have questions or concerns, please do not hesitate to contact Dr. David M. Aiken, Lapwai School District Superintendent, at (208) 843-2622 ext. 1202.

School closures and emergencies will also be announced by the following television and radio stations:

**Television Channel:** KXLY Channel 4

**Radio Stations:** KATW 101.5 FM KCLK 94.1 FM KRLC 1350 AM ZID 98.5 FM

### **FOOD / BEVERAGES**

Lapwai School District enforces a Food Allergy Policy to keep students safe. Lapwai also abides by a Healthy Food Policy. Lapwai School District provides free breakfast and lunch daily. Students must nourish their bodies to engage their minds. Please eat both breakfast and lunch daily, either at home or at school. ENERGY DRINKS are not a healthy choice and will not be allowed at school.

Teachers may provide food and/or beverages for students during school time. **No outside food or drinks will be permitted in the hallways or classrooms at any time.** If you choose to leave campus to eat lunch, all food/beverage must be eaten before you return to class. If you are continually tardy after lunch you may be subject to a closed-campus lunch.

### **FUNDRAISING**

**The following fundraising procedures are important for all organizations:**

- All fundraising activities by clubs must be presented and approved by the principal before the event/activity may be held.
- School groups will not be allowed to use class time to hold fundraising activities.
- All money collected must be deposited and withdrawn from the school bookkeeper in accordance with current accounting procedures.



- Any purchase made by a school class, club, organization or the student body must be on an approved purchase order approved by the advisor of that group and the principal. The school or student body will assume no responsibility for purchases that do not have a proper purchase order.
- Upon graduation, all money remaining in the account of the graduating class will revert to, and become, part of the Student Body fund.

### **GANG ACTIVITY**

Policy Title: GANGS AND GANG ACTIVITY Code: 503.13

The board is committed to ensuring a safe and orderly environment, where learning and teaching may occur without physical or psychological disruptions, unlawful acts, or violations of school regulations. Gang activities create an atmosphere of intimidation in the entire school community.

Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. Groups of individuals which meet the definition of gangs below shall be restricted from school grounds or school activities.

Definitions: "Gang" shall refer to any group of three or more persons, whether formal or informal, that has a common name or common identifying sign or symbol, and associate together to advocate, conspire, or commit:

1. One or more criminal acts; or
2. Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

It also includes gangs as defined in Idaho Code.

Individual students or groups of students on school property or at any school-sponsored activity shall not:

1. Wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items which are evidence of membership in or affiliation with any gang and/or representative of any gang;
2. Display tattoos which may be affiliated with any gang and/or representative of any gang;
3. Engage in any act, whether verbal or nonverbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang; or
4. Engage in any act furthering the interest of any gang or gang activity, including, but not limited to:
  - A. Soliciting membership in or affiliation with any gang;
  - B. Soliciting any person to pay for protection or threatening another person,
  - C. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property; or
  - D. Engaging in violence, extortion, or any other illegal act or other violation on school property.

Violations of this policy shall result in disciplinary action, up to and including suspension, expulsion, and/or notification of police. Reasonable conditions for re-admittance may be prescribed by school administration including counseling.

### **HALLWAYS**

Students are to remain in their classes unless they are given permission from

- Classroom teacher
- Office Secretaries
- Administration

#### **- HALL PASSES**

- o Hall passes are required of all students during school hours. The following situations require a hall pass:
  - To leave the classroom for any reason (bathroom, office, etc)



- To enter the hallway before school or during lunch to access your locker or a teacher.

### **HEAD LICE**

If a student is found to have head lice or any other identified contagious conditions, the parent will be contacted and arrangements will be made for the child to go home. If the school is unable to contact a parent or guardian, the child will be kept in the office. The child may return to class after a check by a school staff member.

### **HOMEWORK**

Homework is academic work intended to be completed during non-teaching hours. Lapwai Middle/High School believes homework is an important part of learning. Teachers and families share the responsibility for motivating students and providing opportunities for homework. The student is ultimately responsible for the completion of homework.

If families have concerns about homework, the concern should be resolved by meeting with the teacher. If the matter is not resolved, the following steps should be taken (1) parent-teacher-building principal, and then (2) parent-teacher-building principal-superintendent.

### **HONOR ROLL**

Students receiving a 3.5 Grade Point Average or better will be recognized as honor roll students. Students with 4.0 Grade Point Average will receive special recognition for their accomplishment at the end of semester assemblies.

### **LIBRARY**

The library is open to students and the public daily from 7:45 am – 3:30 pm except on Fridays and under special circumstances. All materials will be checked out through the VALNet system and all students must have their own card. The first card is free, but replacement cards cost \$1.00. Patrons cannot check out any materials if they are delinquent at any other library in the system. Our school charges a fine of 25 cents per day for overdue books.

Books are checked out for 3 weeks and must be returned or renewed at that time. Any book that is overdue for more than 2 weeks will be listed as "lost". Students will be fined for the cost to replace any lost or damaged books. Books borrowed from other VALNet libraries may incur fines if overdue. Students with fines in excess of \$5.00 will lose check-out privileges. Fine letters are sent out quarterly. Graduating and transferring students must pay fines prior to receiving their diploma or release of records.

### **LOST AND FOUND**

A 'Lost & Found' is located in the office. All articles lost or stolen should be reported to the office. Check for lost articles at the office after checking all other sources.

### **MEDICATION**

There are students with chronic illnesses, long-term health conditions as well as students recovering from temporary illnesses who need to have medication administered at school. When medication must be administered to students at school, the goal is to provide for students' health needs safety. Therefore,

- The parent must provide a **written request** in order for over-the-counter medication to be administered to students. The **School Medication Form** must be completed in order for any prescription medication to be administered to students.



- All prescription medication must be in the **original container** with the student's and the doctor's names and directions clearly marked on a pharmacy label.
- All over-the-counter medication must be in the original container **with parent's special instruction in writing** for their individual child which includes the time or situations to be given and the dosage.
- For short-term medication, a sufficient amount of medication should be provided for the period during which the medication is to be given.
- A designated staff member should assist students in taking medication except for self-administered medications as described below.
- All medication, except those approved for keeping by students for self-medication, will be kept in secured storage to reduce the potential for accidental loss or misuse.
- Each time a staff member administers medication, a record will be maintained, noting the time, amount, and name of the person administering the medication.
- If a change in dosage for prescription medication occurs, parents must provide written verification from the doctor.
- If the student's AM dosage is forgotten at home, the parent will be called to authorize administration of the missing dose. If the missing dose is administered at school, it will be recorded in the medication log.
- The District will not administer medication in dosages that exceed the maximum dosage guidance of the current *Physicians' Desk Reference*.
- Unused medications must be returned home or destroyed when treatment is complete or at the end of the school year.
- Staff members involved with the administration of medication should be sensitive to and will be aware of issues of confidentiality in carrying out this responsibility.
- Self-administration of medication (prescription and non-prescription) is permitted with written authorization of the parent or guardian and when the student's maturity level is such that he/she could reasonably be expected to appropriately administer the medication on his/her own.
- The Lapwai School District shall incur no liability as a result of an injury arising from the self-administration of medication by the student.
- Student will not be allowed to self-administer narcotics, prescription painkillers, Ritalin, or other medication for emotional disorders.

### **MOTOR VEHICLES**

Middle school students are prohibited from bringing motor vehicles to school. Policy Title: **USE OF MOTOR VEHICLES**  
Code: 503.2 Only licensed students should be driving to school. A driving permit is NOT a license. The use of motor vehicles during noon hour shall be restricted to conveying students to and from home for lunch. The streets adjacent to the elementary school shall be "off limits" to student motor vehicles between the hours of 8:30 a.m. and 3:30 p.m., including lunch hour. Illegal use of motor vehicles during school hours will be subject to penalties as determined by the board's disciplinary procedures policy. **Students will park on the north side of the gym where buses pull up. Students should not park back at the shop or in the graveled areas.**

### **PARENTAL COMPLAINT GUIDELINES**

In the event a professional employee receives a parental complaint, the employee should attempt to resolve the difficulty by meeting with the parent. In the event that either party feels that the matter cannot or will not be resolved by an employee-parent conference, then the issue should be remitted to the building principal.

In the event an administrator receives a parental complaint about a professional employee, the employee will be notified of the complaint. The employee should attempt to resolve the difficulty by meeting with the parent. In the event a parent, teacher, building principal complaint is not resolved, the Superintendent will become involved in the resolution.

### **PARENT-TEACHER CONFERENCES**



Lapwai Middle/High School believes that parent-teacher conferences are an essential part of the educational process. Conferences will be held November 7-8, 2019 and evening PTC's on January 6, 7, & 8, 2020. Parents are strongly urged to make a special effort to attend. If parents wish to schedule additional conferences during the school year, they may do so by contacting the teachers individually.

### **GRADES AND REPORT CARDS**

Students will receive grade reports every two weeks. Please note that grade reports/report cards will be mailed at the midterm and end of each quarter. Attendance reports are listed on each report card / progress report.

#### **Grades used on the report cards will be as follows:**

	<u>Value/GPA</u>	<u>Percent</u>
<b>A - Excellent</b>	<b>4 points</b>	<b>90 - 100</b>
<b>B - Above average</b>	<b>3 points</b>	<b>80 - 89</b>
<b>C - Average</b>	<b>2 points</b>	<b>70 - 79</b>
<b>D - Below Average</b>	<b>1 point</b>	<b>60 - 69</b>
<b>F - Failure</b>	<b>0 points</b>	<b>00 - 59</b>
<b>IN - Incomplete</b>	<b>0 points</b>	
<b>P - Passing</b>	<b>0 points</b>	
<b>W - Withdrawal</b>	<b>0 points -</b>	<b>No Credit</b>
<b>NC - Not in school long enough for grades to be given</b>		

**EES grade: A grade with (\*) behind it -- Differentiated instruction, passing with credit and recorded GPA.**

### **RESTRICTED AREAS**

The following are restricted areas -- and are off-limits during school hours:

- Hallways before school and during lunch time.
- The gym foyer during lunch.
- The front side of the Gymnasium building including auditorium.
- The area to the south of the main building and in between the middle school and high school wings.
- Football field/track/weight room and its immediate areas unless student is participating in class related activities.
- The parking lots.

### **TEXTBOOKS / FINES**

Teachers will issue textbooks to students at the beginning of the year. Each text is identified with a number. Students are to return the same textbook to the teacher at the end of the year. Students are expected to take good care of the books. It is recommended that a book cover be used. Fines are issued to students at the end of the year for missing books, covers or interiors that are damaged, torn pages, writing in the book, etc.

### **TRANSFER STUDENTS**

Credits and records of transfer students from state accredited schools will be accepted upon receipt of an official transcript and medical records from a student's prior school (these records must be in the office before the student can attend classes). Credits of transfer students from non-state accredited high school will not be accepted until proficiency in the subjects claimed has been demonstrated.



Other paper work concerning athletics for transfer students can be found on state athletic website idhsaa.org, or questions can be brought to the Lapwai Middle/High School Athletic Director.

### **VISITORS**

The Lapwai School Board does not allow visitors from other schools to attend classes with students. Parents/guardians and other registered visitors are permitted with administrative approval. **All** visitors must check in at the office, wear a visitor pass, and should leave when business is completed. Any suspicious person or persons who loiter on campus should immediately be reported to the office and will be reported to authorities.

### **Student Use of School District Internet**

Policy Title: INTERNET ACCEPTABLE USE POLICY Code: 503.12

We are pleased to offer students of Lapwai access to the Internet in the library and in several classrooms. This service will offer vast, diverse and unique resources to both students and teachers. The Internet is an electronic highway connecting thousands of computers all over the world. To gain access to the Internet, all students must obtain parental permission and must sign and return this form to the Technology Coordinator of each building.

Access to the Internet will enable students to explore thousands of libraries and databases. Families need to be warned that some material accessible via the Internet may contain items that are defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Lapwai School District specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services. We believe the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. To that end, the Lapwai School District supports and respects each family's right to decide whether or not to apply for access.

### **INTERNET RULES:**

- Students are responsible for good behavior on school computers.
- Communications on computers are often public in nature. General school rules for behavior and communications apply.
- The Internet is provided for students to conduct research and communicate with others. Access is given to students who agree to act in a considerate and responsible manner.
- Parent permission is required.
- Access is a privilege, not a right.
- Individual users of the Internet are responsible for their behavior and communications.
- It is presumed that users will comply with district standards and will honor the agreements they have signed.
- Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of students using the Internet.
- Within reason, freedom of speech and access to information will be honored.
- During school, students will be guided toward appropriate materials.

### **NETWORK ETIQUETTE:**

- You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
  - Be polite. Do not get abusive in your messages to others.
  - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
  - Do not reveal your personal address or phone number or that of any other person.
  - Note that electronic mail (E-Mail) is not guaranteed to be private.
  - The following behaviors are not permitted:



- Sending or displaying offensive messages or pictures.
  - Using obscene language.
  - Harassing, insulting or attacking others.
  - Violating copyright laws.
  - Using another person's password.
  - Trespassing in other student's folders.
- Violating the Acceptable Use Policy may result in:
    - Restricted network access.
    - Loss of network access.
    - Disciplinary or legal action, including but not limited to, criminal prosecution under appropriate state and federal laws.

**The Internet Acceptable Use Policy was provided and signed by parent/student at registration.**

## **Lapwai Middle/High School**

404 South Main Street · 200 Willow Avenue, West · Lapwai, ID 83540

(208) 843-2241 · Fax: (208) 843-5289

### **DIGITAL CITIZENSHIP RESPONSIBILITIES & EXPECTATIONS**



Hello Lapwai Parents and Students,

Lapwai Middle/High School Year 2022-2023 no student cell phones or earbuds, air pods, or Bluetooth headphones will be allowed to be in use in classrooms during the school day, for ANY reason.



Cell phones must be on silent and stored inside lockers. Phones may only be accessed before and after school and at lunch. Earphones that are wired and plugged into the laptop, may be used if needed for coursework upon approval of the classroom teacher.

During class, students may NOT use their phones for calculators, to check the time, music, to read a book, to check their grades, or for any other reason. If there is a medical reason to use a cell phone, that will be allowed per a 504 or health plan.

Thank you for your support in eliminating recent cell phone concerns including bullying, harassment, and distractions from learning.

*~Dr. Penney, Dr. Aiken and Lapwai Middle/High Staff*

I have read and understand the cell phone policy.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Guardian Signature/Date

### **STUDENT HANDBOOK AGREEMENT FORM**

I have read with my guardian, understand, and will follow the guidelines set forth in the Lapwai Middle/High School Student Handbook to the best of my abilities.

Please sign and return to your first period instructor.

-----  
STUDENT SIGNATURE

-----  
PARENT/GUARDIAN SIGNATURE

-----  
DATE

**At Lapwai Schools we VOW to be responsible with our personal devices.  
We VOW to make wise digital decisions and to not disrespect ourselves,  
our peers or our staff. We will be responsible DIGITAL CITIZENS.**





Parental Rights

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is "... the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. ~~The ff~~ failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a the District's violation of State and/or federal laws, rules, and regulations by the District, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents'



firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity, ~~with the exception of sex education curriculum,~~ shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

#### Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their ir student's classroom ~~of their student~~. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

#### Student Wellbeing

If a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian.

#### Addressing Parent/Guardian Concerns

A parent/guardian who feels the District has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance by contacting the Superintendent.

#### Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental and Family Engagement
	4105F	Request to Address the Board
	<u>4120</u>	<u>Uniform Grievance Policy</u>
	4175	Required Annual Notices



Legal References:	Id. Const. art. IX	Education and School Lands
	IC § 32-1010	Intent of the Legislature – Parental Rights
	IC § 32-1012	Parental Right to Direct the Education of Children
	IC § 32-1013	Interference with Fundamental Parental Rights Restricted
	IC § 33-6001	Parental Rights
	IC § 33-6002	Annual Notice of Parental Rights
	IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on:

Revised on:

Reviewed on:



Student and Family Privacy RightsSurveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Superintendent or designee before it is administered by an employee to any student. For the purposes of this policy, noncurricular survey shall mean surveys other than those conducted as part of a student's course of study.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information



School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

In the case of such surveys, ~~T~~he student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises s this opt out option.

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student. **OPTIONAL: Such surveys shall also require Board approval.**

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
- ~~7.~~ Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in Policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which such permission is required shall maintain documentation that all required parental and/or administrative permission has been given.

Instructional Material



A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

#### Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

#### Notification of Rights and Procedures



The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when an opt-out survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

*NOTE: This policy must be adopted in consultation with parents. 20 USC § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.*

Cross References:	2520	Selection, Adoption, Use, and Removal of Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	<u>3575</u>	<u>Student Data Privacy and Security</u>
	<u>4175</u>	Required Annual Notices
	4250	Education Research
Legal References:	20 USC § 1232h	FERPA: Protection of Pupil Rights
	34 CFR Part 99	Implementing FERPA
	<u>IC § 33-6001</u>	<u>Parental Rights</u>

Policy History:

Adopted on:

Revised on:

Reviewed on:



High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9<sup>th</sup> grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the IEP. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 46 semester credits (**Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is 29 semester credits:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	



Secondary Mathematics of the student's choice      2 credits

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as mathematics.

*\*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

## Science

Secondary Science      6 credits\*

\*(4 credits shall be laboratory sciences)

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

*\*Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.*

Social Studies      5 credits

Government      2 credits

US History      2 credits

Economics and Financial Literacy      1 credit

Arts and Humanities      2 credits

Interdisciplinary humanities, visual and performing arts, or  
Foreign language

Health/Wellness      1 credit\*

\*(Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.)

## Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9<sup>th</sup> grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The



student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

### Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. Additional requirements for the senior project are the discretion of the District.

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

### Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

### Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

### Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Achievement of College/Career Readiness and Flexible Schedule portion of this policy~~under any circumstances~~. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.



### Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, online/virtual courses, extended learning opportunities, and mastery-based education.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at Lapwai High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

### Class Rank (GPA)

Class rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

### Honor Roll

A student must have a minimum grade point average of 3.0 – 4.0 to be placed on the honor roll.

### Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

### Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:
  - A. Notification of their intent to take a flexible schedule OR graduate early;



- B. The student's participation portfolio; and
- C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may ~~be~~ modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Cross References:	2435	Advanced Opportunities
	2460	Extended Learning Opportunities
	2640	Mastery-Based Education
	2700P	High School Graduation Requirements
Legal References:	IC § 33-4601, et seq.	Advanced Opportunities
	IC § 33-6101 et seq.	Opportunities for College and Career Ready Students
	<u>IC § 33-1614</u>	<u>Financial Literacy</u>
	IDAPA 08.02.01.250.02	Required Attendance
	IDAPA 08.02.01.350	Early Graduation
	IDAPA 08.02.03.105	High School Graduation Requirements



Policy History

Adopted on:

Revised on:

Reviewed on:



**STAFF PERSONNEL**  
**Series 400**

Policy Title: PERSONAL LEAVE

Code: 403.3

Personal leave shall be granted the professional employee at the rate of ~~three (3)~~ four (4) days per year. Personal leave days may be taken as full or half days at the discretion of the professional employee. Up to (2) two unused personal leave days may be carried over to the next year, with the maximum accumulation of ~~(5) five days~~ (6) six days per year. In the event an employee has more than (2) two personal days left at the close of the school year, the district will buy the personal days back from the employee at the rate of \$125.00. Employees using their personal leave do not pay the cost of the substitute teacher. Except in cases of extreme emergency, the building principal must be notified twenty-four (24) hours in advance that a staff member requires personal leave.

Date of Adoption:

Readopted: July 2009

Revised: March 19, 2012, 9/18/2017

Legal References:

Section 33-1216 I.C.

Related References:



**STAFF PERSONNEL**  
***Series 400***

Policy Title: SICK LEAVE

Code: 408.1

Each full-time classified employee shall be credited with twelve (12) days of sick leave allowance per year, accumulated at the rate of one (1) day per month during the contract year.

Classified employees employed on a part-time basis or for part of a school year will receive a pro-rated portion of the annual sick leave.

Accumulation of unused sick leave shall be unlimited.

Sick leave is to be used for absences caused by personal illness or emotional upset caused by accident or illness, or circumstances which render the employee incapable of carrying on his or her duties, including child bearing.

Classified employees shall be allowed to use sick leave when such absence is due to personal attendance required by the illness of a member of the employee's immediate family. For purposes of this section, immediate family is defined as any of the following: spouse, children, parents, brothers, sisters, grandparents, grandchildren, or any other relative living in the employee's domicile on a long-term, permanent basis.

After three (3) days absence, a doctor's statement may be required by the superintendent as proof of illness, however, a doctor's statement may be required at any time to protect the District from any employee abusing sick leave through such actions as malingering or false claims of illness. If the Superintendent or designee makes such a request of any employee, the employee shall provide written documentation from a provider of the healing arts as to the illness and/or necessity of the employee to be absent from work to the district Administrative Office.

Abuse of sick leave is cause for discipline up to and including termination.

**Leave Without Pay**

The standards for classified employees and education support professionals in the Lapwai School District include consistently maintaining a punctual daily work schedule and regular attendance. Absences result in loss of services to students and reduced support for classroom teachers. Except in the instance of an emergency, advanced notice of personal and sick leave is required.

Staff who have exceed available personal and sick leave are in leave without pay (LWOP) status. When classified employees and education support professionals reach LWOP status, a plan of improvement will be required in collaboration with the supervising administrator. Further absences must be accompanied by a written statement from a physician. Excessive absences beyond those complying with policy can lead to termination of employment.



Date of Adoption:  
Readopted: July 2009  
Revised: March 19, 2012

Legal References:  
Section 33-1216 I.C.  
Section 33-1218 I.C.

Related References:



**STAFF PERSONNEL**  
*Series 400*

Policy Title: PERSONAL LEAVE

Code: 408.2

Personal leave shall be granted to each classified employee. Nine (9) month employees shall be granted 3 4 days per year, and twelve (12) month employees shall receive 4 5 days. Personal leave may be taken as full or half days at the discretion of the employee. Two personal leave days may be carried from one year to the next.

**Leave Without Pay**

The standards for classified employees and education support professionals in the Lapwai School District include consistently maintaining a punctual daily work schedule and regular attendance. Absences result in loss of services to students and reduced support for classroom teachers. Except in the instance of an emergency, advanced notice of personal and sick leave is required.

Staff who have exceed available personal and sick leave are in leave without pay (LWOP) status. When classified employees and education support professionals reach LWOP status, a plan of improvement will be required in collaboration with the supervising administrator. Further absences must be accompanied by a written statement from a physician. Excessive absences beyond those complying with policy can lead to lead to termination of employment.



Date of Adoption:  
Readopted: July 2009  
Revised: March 19, 2012

Legal References:  
Section 33-1216 I.C.

Related References:



## STUDENT PERSONNEL

### Series 500

Policy Title: NON-RESIDENT STUDENTS

Code: 502.9

#### Open Enrollment Procedures

- ~~A. Open Enrollment Applications are available at the Lapwai School District Office and must be accompanied by a copy of the student's accumulative record. A copy of the Non-Resident Students Policy will be provided to the parent/guardian at the time of application.~~

Open Enrollment Application forms are available at the Lapwai School District Office. The application, together with the student's cumulative record, special education file, IEP, or other applicable documents, if any, shall be submitted to the receiving district *annually* no later than February 1 for enrollment during the following school year. The District will not admit any student prior to viewing that student's records from their previous school districts.

- B. Out-of-district open enrollment is a program that spans one school year at a time. Parents/guardians must reapply ~~each spring for the following school year.~~ *annually* no later than February 1 for enrollment during the following school year. The Superintendent will notify the parent/guardian of the decision no later than March 31<sup>st</sup>.
- ~~C. Nonresident students in attendance in the previous school year will be granted the highest priority for the succeeding school year.~~
- D. Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school.
- E. Idaho Code 33-1405 requires out-of-state student tuition be charged to those students whose home district is outside of Idaho.
- F. A student who plans to participate in a varsity sport governed by the Idaho High School Activities Association (IHSA) should review IHSA rules prior to submitting an Open Enrollment Application. Certain school transfers will lead to a student being ineligible to play at the varsity level for one year. No pupil shall gain eligibility to participate in extracurricular activities in violation of policies governing such eligibility as a result of transfer under the open enrollment policy.

#### Review Process and Non-Resident Requirements

~~The Lapwai School District will participate in the enrollment option program described in Section 33-1402, Idaho Code, subject to the following conditions:~~

- ~~A. Actual student enrollment may be considered before approving an out-of-district enrollment request. As a guide, the district has established the following sizes as target numbers for year-to-year operations:~~

~~Grades K-3 ————— 22:1~~



Grades 4-6 ————— 25:1  
Grades 7-12 ————— 158 Students per Teacher per Day (26:1)

~~Class ratios used for admitting students with disabilities into the District's Special Education Program shall be:~~

~~Special Education Teacher Caseload: 6:1~~

- ~~B. The parents or guardians will be responsible for transportation to and from or to the nearest bus stop.~~
- ~~C. Drop-out students not currently enrolled in school are not eligible for enrollment in the Lapwai School District.~~
- ~~D. The student must be in good standing in his/her home district and/or at the last school attended. Students must not be suspended from, expelled from, have a history of documented disciplinary infractions, or owe money to another school district.~~
- ~~E. The student must have combined attendance records from their previous school demonstrating minimum attendance of 88% of the scheduled classroom time per semester.~~
- ~~F. Students must obey all policies and regulations of the Lapwai Schools as a condition for continued enrollment.~~
- ~~G. Exclusive of school scheduled activities, non-resident students must maintain a minimum of 88% of the classroom scheduled time per semester as a condition for continued enrollment.~~
- ~~H. Students failing to abide by the Lapwai School District Non-Resident Requirements will be ineligible to reapply for enrollment.~~
- ~~I. The Lapwai School District will notify the applicant within 60 days. Denial will include an explanation of the determination.~~

For students who reside outside the Lapwai School District boundary, the parent/guardian shall complete the Open Enrollment Application form and submit it to the Lapwai School District Office.

The Superintendent will review the request form and data from applicable documents with the school Principal. They will have the discretion to review and accept or deny open enrollment applications on a case by case basis, utilizing and applying the factors outlined in this policy and the applicable records including:

1. The student;
2. The student's disciplinary record;
3. The student's attendance record;
4. The student's disability, if applicable;
5. The placement options, given the student's academic history;
6. The student's disability evaluation data, if any, and/or
7. The placement options.



Applications will be considered on a first-come first-serve basis. However, in situations where openings are limited and applications are received in a similar timely fashion, the District may give priority if a student:

1. Has a brother or sister enrolled at the requested school;
2. Has a parent/guardian who is employed by the Lapwai School District;

Any non-resident student placed by court order under the Idaho Youth Rehabilitation Act or the Child Protection Act and residing in a licensed home, agency, or institution located within the District shall be enrolled and shall not be charged tuition.

Homeless children as defined by the Steward B. McKinney Homeless Assistance Act (P.L. 100-77), may attend any school district or school within a district without payment of tuition when it is determined to be in the best interest of the homeless child.

If the request for open enrollment is denied, the denial will include a written explanation. All parents/guardian whose open enrollment application for a student is denied shall be provided with notice of the denial and information about their options to appeal the denial.

If the request for open enrollment is approved, the notification will inform the parents of the following:

1. Parents must provide transportation or get student to the nearest District bus stop, if space is available;
2. Parents must notify the District by February 1 of each year regarding their intention to re-enroll their child under the Open Enrollment Program;
3. That enrollment may be revoked if the student presents issues of chronic absenteeism, commits serious disciplinary infractions, is expelled, or if the receiving school exceeds maximum capacity with resident students within their first two years of admission.

### Grounds for Denial of Application

Factors which may cause an Open Enrollment Application to be denied include:

1. A school, grade, or program(s) has a lack of available classroom space and/or staff, such as when the current enrollment is at or above the following capacity limits:

Grade	Class Size
K-1	20
2-3	20
4-6	26
7-12	160 students per teacher per day
Self-Contained Special Education Classroom	An average of 6 students per teacher

2. The student has been suspended or expelled in their home district.
3. The student has a documented history of repeated serious disciplinary infractions. This



- includes infractions which could be grounds for suspension or exclusion.
4. The student has issues of chronic absenteeism. A student is considered chronically absent if the student is absent 10% or more school days during the school year.
  5. If it is determined that the Open Enrollment Application has been misrepresented or incomplete.

However, if the student has a 504 plan or IEP and the disciplinary or absenteeism issues are a manifestation of the disability, this shall be grounds for denial of the application.

### **Revocation of Open Enrollment**

As long as an open enrollment student's parent/guardian has, before the preceding February, notified the District of their intention to re-enroll the student, the Superintendent shall treat that student as if they reside in that school's attendance area. However, the District reserves the right to remove an open enrollment student if:

1. The student has a documented history of chronic absenteeism;
2. The student has a documented history of repeated serious disciplinary infractions;
3. The student has been expelled.
4. The number of resident students exceeds the capacity limits set in this procedure. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District may offer information about other District schools that may be able to accept open enrollment students.

The Board of the receiving school must render a decision to the parent/guardian at their next regular meeting, and the Board must issue their decision in writing. The decision of the Board may be appealed to the State Board of Education.

If a student who is a resident of another district applies to this District and is accepted under the terms of this policy and fails to attend they shall be ineligible to apply again for open enrollment in this District.

### **Students with Disabilities**

In-district and out-of-district students with disabilities are not treated differently from students without disabilities with respect to consideration for placement in the school of their choice, unless the District has made an individual determination that disability-related needs of a particular student with a disability cannot be reasonably met at the school of their choice. Additionally, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.



Date of Adoption: August, 1975  
Readopted: July 2009  
Revised: 7/16/12, 11/18/19

Legal References:  
Section 33-205 I.C.

Related References:  
Official Opinion of State Attorney General-August 19, 1976





**LAPWAI SCHOOL DISTRICT #341**  
**Safe Return to In-Person Instruction &**  
**Continuity of Services Plan**  
**2022-2023**

*Relationships Before Rigor - Grace Before Grades - Safety Above All*

The health and safety of Lapwai students is always our highest priority. The Lapwai School District has exhausted every effort and gone to the greatest lengths possible to ensure the safest return for students and staff this fall. The plan will remain subject to change based on local data and guidance from the Center for Disease Control, Idaho Public Health, Nimiipuu Health and the Nez Perce Tribe.

**Mitigation Strategies**

**Level of Transmission: Framework for Decision Making**

The following guidelines are subject to change based on guidance from district, state, and tribal health officials. As a general guideline, our district will reference the framework below:

**Definitions:**

<b>Category 1: Green</b> No Community Transmission	<b>Category 2: Yellow</b> Moderate Community Transmission	<b>Category 3: Red</b> Substantial Community Transmission
Evidence of isolated cases, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings, with potential for rapid increase in suspected cases.	Large-scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc.

*Categories as determined by district, state, and tribal health officials.*



**Level of School Operations**

School Buildings Open With Physical Distancing and Sanitation	School Buildings Open With Physical Distancing and Sanitation: Short Term Targeted Closures Optional, Yet Only If Absolutely Necessary	Targeted, Short-Term, or Extended Building Closure
Universal and Correct Wearing of Masks Ranging from Recommended to Required as Provided by Parent/Guardian	Universal and Correct Wearing of Masks Required as Provided by Parent/Guardian  <i>Exemptions:</i> 1. Written Physician, Nurse Practitioner, or Mental Health Professional Medical Excuse 2. IEP/504 Accommodations <i>Face shield provided for exempt students</i>	Universal and Correct Wearing of Masks Required as Provided by Parent/Guardian

**Athletic and Extracurricular Programs**

Events Open to Public	Events Open to Public Unless Otherwise Notified  Possible Limited Access as Announced  Events Live Streamed to the Greatest Extent Possible	Possible Interruption to Season  Guidance From Health Officials Will Influence Public Access
Universal and Correct Wearing of Masks Recommended Social Distancing Required  Clearly Designated Home and Visitor Seating	Universal and Correct Wearing of Masks Required Social Distancing Required  Clearly Designated Home and Visitor Seating	Universal and Correct Wearing of Masks Required

*Event access subject to change based on guidance from district, state, and tribal health officials.*



### **Vaccination Efforts**

1. The Lapwai School District is in direct partnership with Nimiipuu Health and Idaho Public Health. Students of eligible age, staff, and their families interested in vaccination may contact our District Office for resources at (208) 843-2622.

### **Student Illness and Health Checks**

2. Periodic health checks will occur throughout the school week. Schools are equipped with infrared non-contact thermometers and non-evasive temple thermometers.
3. Students and staff with any of the following symptoms are required to stay home:
  - a) Temperature of 100.4 Degrees or Higher
  - b) Diarrhea or Vomiting
  - c) Multiple Symptoms of COVID-19: Fever or Chills, Cough, Shortness of Breath or Difficulty Breathing, Fatigue, Muscle or Body Aches, Headache, New Loss of Taste or Smell, Sore Throat, Congestion or Runny Nose, Nausea or Vomiting, Diarrhea
4. Parents are requested to notify the school when their child is staying home due to illness. These absences will be excused. Missing work will be provided for students absent due to illness.
5. Students identified with any of the symptoms above while at school will be safely isolated and provided a mask. Parents/guardians will be contacted and required to pick-up the student promptly.
6. Students with the symptoms above will be granted reentry when their symptoms have subsided and they remain free of fever for 24 hours. The District reserves the right to require a statement from the student's primary care provider authorizing their return to school.

### **Hygiene and Cleanliness**

7. Hand sanitizer dispensers are installed in school entrances, restrooms, cafeterias, next to water bottle filling stations, and all instructional spaces.
8. Schools will create schedules for frequent hand hygiene. All student and staff restrooms are equipped with soap, hand sanitizer, and paper towels. Partitions have been installed between restroom sinks for their protections as well.
9. Instructional spaces will be provided with a nontoxic peroxide-based cleaner. The disinfectant is hospital-grade and registered by the EPA for use against SARS-CoV-2, the virus that causes COVID-19. Peroxide-based cleaners are also respiratory and environmentally friendly. All cleaners must be stored properly and inaccessible to students during instructional hours.



10. Students will be explicitly taught and reminded to:

- a) **Cover:** Cover your mouth and nose with a tissue when you cough or sneeze.
- b) **Dispose:** Throw used tissues in a lined trash can.
- c) **Wash Hands:** Wash your hands often with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- d) **Hand Sanitizer:** Please use hand sanitizer at the installed dispensers.
- e) **Avoid Touching:** Avoid touching your eyes, nose, and mouth with unwashed hands.

*Staff are required to abide by these recommendations as well.*

- 11. Building HVAC fans will remain running constantly during school hours to increase air circulation.
- 12. Water bottle filling stations have been installed districtwide. This will encourage hydration and reduce cross contamination. Suggested student supplies will include refillable water bottles labeled with their name.
- 13. Annual training for custodians will include coursework in coronavirus awareness and proper cleaning and sanitization.

#### **Limiting Cross Exposure**

- 14. Additional desks have been purchased and provided to allow for social distancing.
- 15. Local COVID data will be taken into consideration prior to approving open enrollment requests.

#### **Transportation**

- 16. School bus transportation will include required assigned seating. To the greatest extent possible, households will be seated together.
- 17. Students will be provided hand sanitizer upon entry to the bus.
- 18. Seats and high-touch surfaces will be sanitized on busses regularly. The district has purchased an electrostatic sprayer to ensure thorough disinfection.
- 19. Weather-permitting, windows will remain open to increase air circulation.
- 20. Annual training for bus drivers will include coursework in coronavirus awareness and proper cleaning and sanitization.

#### **Food Service**

- 21. Tables and all high-touch surfaces will be sanitized after each use.



### **Closures and Communication**

22. Should additional closures become necessary, schools will accommodate methods for remote learning.
23. Please ensure your family contact information is kept updated with the school. Parents/guardians will be kept informed in numerous ways including:
  - a. Autodialing Phone Messages
  - b. Facebook: Lapwai School District #341
  - c. Website: [www.Lapwai.org](http://www.Lapwai.org)
  - d. Nez Perce Tribe Communication Announcements
  - e. Superintendent's Weekly Update

### **Children With Disabilities**

24. Appropriate accommodations for children with disabilities will be made with respect to health and safety policies.

### **Narrative**

#### **Student Academic Needs**

25. Both schools hold Leadership Team Meetings with support from district administrators to engage in data analysis, goal setting, and action planning to advance growth in student achievement.
26. Weekly professional development every Friday from 1:30 p.m. 3:30 p.m. to provide time for research-based learning and data analysis is board approved and built into the school calendar. Professional development currently involves all instructional staff including para-educators.
27. Professional development includes a research-based and data-driven approach to increasing student engagement, deepening student learning, and use of intervention and assessment tools.

#### **Student Social, Emotional, and Mental Health Needs**

28. The Lapwai School District is currently implementing Positive Behavioral Interventions and Supports (P.B.I.S). P.B.I.S. is a best-practice framework for improving academic and behavioral outcomes for all students. The purpose of this program is to increase academic time-on-task by reducing problem behaviors. The students are explicitly taught how to be respectful, responsible, and safe in all locations on the school grounds. Our goal with PBIS and bullying prevention is to create a safe environment to maximize learning for all students. The elementary is also implementing the P.A.T.H.S. curriculum (Promoting



Alternative Thinking Strategies), which encourages the development of strong social skills, problem solving, positive character traits, and bullying prevention, all which support academics. These research-based tools for teachers minimize learning interruptions and prevent bullying and other behaviors with strategic procedures and prevention techniques. Positive character traits and citizenship are also recognized in both schools with rewards, celebrations, and assemblies.

29. There are growing resources within the district to ensure a safe and supportive learning environment which include:

Lori Ravet: Special Education Director and School Psychologist  
Kristen Bateman: Elementary Counselor and School Psychologist  
Josh Nellesen: Middle-High Academic Guidance Counselor  
Shawna Leighton: Community Resource Specialist and Truancy Interventionist  
Jennifer Becker: Elementary PBIS Coordinator  
Bonnie Franke: Middle-High PBIS Coordinator  
Lori Lynn Parrish: Home School Liaison  
Jennifer Williams: Guidance Service Specialist

#### **Staff Social, Emotional, and Mental Health Needs**

30. The District has an Employee Assistance Program (EAP) which is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems.
31. The District has purchased Calm App access for staff. This social-emotional support tool provides mindfulness, meditation, sleep, and relaxation resources.

#### **Process and Timeline for Review and Revision**

32. Community and stakeholder input will be gathered no less frequently than every six months through September, 30, 2023. Feedback, questions, and recommendations will remain welcome throughout the year by contacting the Superintendent at (208) 843-2622; [daiken@Lapwai.org](mailto:daiken@Lapwai.org)
33. The Lapwai School District Crisis Response Team will also review and evaluate health and safety protocols every six months.
34. Community and stakeholder input will be gathered during the Annual Celebrating Families in Our Community Event each fall.
35. Community groups will be engaged in opportunities for input including:

Lapwai School District Board of Trustees	Family Engagement Teams
Nimiipuu Health	Lapwai Community Coalition
Nimiipuu Behavioral Health	
Indian Parent Committee	
Nez Perce Tribe	



**School COVID Positives: Quarantine and Isolation**

36. The most recent guidance from the Center for Disease Control will be utilized for determinations related to the need for and duration of quarantine and isolation.
37. When the school is aware and notified of COVID positivity among a student or staff member, health officials will begin rigorous contact tracing, notifying parents of students in close contact.

Centers for Disease Control: [www.cdc.gov](http://www.cdc.gov)

Nimiipuu Health: [www.nimiipuuhealth.org](http://www.nimiipuuhealth.org)

Public Health - Idaho North Central District: [www.idahopublichealth.com](http://www.idahopublichealth.com)





**Lapwai School District, Transportation & Maintenance, 404 S. Main St.  
Lapwai, Idaho 83540**

**LAPWAI S. D. 341 – TRANSPORTATION PLAN FOR 2023- 2024**  
**(CORRECTED NOVEMBER 2022)**

**School Bus Routes w/Driver Discretion Turn Around Areas as follows:**

- 1) Lenore – Thunder Hill Route
  - a. Eberhart Grade
  - b. River Rd (Lenore Post Office)
  - c. Amos Bench
  - d. Cherry lane – 220 Rd S.
  - e. Hwy 12
  - f. Steeple Ln.
  - g. Mullalley Road
  - h. Thunderhill Rd
  - i. Ash Ave.
- 2) In-Town Route
  - a. Birch Ave
  - b. Alder Ave
  - c. E & W Joseph
  - d. Locust Ave – Joseph Ct. – Murphy St. (In Town Sts.)
  - e. Agency Rd.
  - f. 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Streets
  - g. Willow Ave
- 3) Pre-School Route
  - a. Goldner Rd – OTH
  - b. Coyote Dr.
  - c. Alder Ave
  - d. Lolo St (Headstart)
- 4) Sundown Heights – Dumebo Flats Route
  - a. 'B' Street
  - b. Parade Ave



- c. Tolo Dr.
  - d. Heritage Rd.
  - e. Red Duck Ln
  - f. Gouse Rd
  - g. Tom Beall Rd – Sneath Rd
  - h. Hwy 95 - Aspen – Halfmoon Lanes
  - i. White Rd.
- 5) Webb – Sweetwater Route
- a. Over the Hill Rd.
  - b. Webb Rd. & Webb Ridge Rd.
  - c. McCormack Ridge Rd
  - d. Hwy 95 (Old Motel)-(Grainery)(Maminn RD)
  - e. Wild Rose Grade
  - f. Goldner Rd
  - g. Garden Gultch
  - h. J-Webb

### **Safety Busing Transportation**

The following areas are in the Lapwai School Dist. 341 Safety School Busing Program:

- 1) Ash Ave. (Located North of School to Highway 95)  
Assessment: No sidewalks provided. Students would need to walk on side of Hwy 95.  
Number of students transported = Variable
- 2) Sundown Heights  
Assessment: No sidewalks provided and with a steep serpentine grade.  
Number of students transported = Variable
- 3) In-Town  
Assessment: No sidewalks provided, students would walk in roadways with traffic. Number of students transported = Variable

### **No Transportation Zones**

The following areas in the Lapwai School Dist. 341 are classified roads where busing is hazardous or where no turn around is available or is not conducive to allotted time to transport:

- 1) Hwy 3 (District Line to Julietta)  
Assessment: Out of allotted time to transport. (Very early pick-up)  
Number of Students = 2
- 2) Lyle Gultch Rd.  
Assessment: Hazardous & Unavailable Turn Around  
Number of Students = 2
- 3) Lenore Area (North Side of River)  
Assessment: Out of allotted time to transport and hazardous.  
Number of Students = 2



- 4) Webb Ridge Rd. – Soldiers Meadows – Waha Area  
Assessment: Out of allotted time to transport and some hazardous.  
Number of Students = 0
- 5) Wild Rose Grade (Past Entry way)  
Assessment: Out of allotted time to transport and hazardous.  
Number of Students = 0

### **Emergency Bus Routes Only**

- 1) Lenore – Thunder Hill Route
  - a. Hwy 12 (Lenore Community Ctr)
  - b. Cherry Lane (Only)
  - c. Cottonwood Creek Rd (Cottonwood Community Church)
  - d. Coyote Grade (Bottom Only)
  - e. Mullalley Road
  - f. Thunderhill Rd.
  - g. Ash Ave.
- 2) In-Town Route
  - a. Birch Ave
  - b. Alder Ave
  - c. N Main
  - d. Locust Ave – Joseph St. – Murphy St. (In Town Sts.)
  - e. Agency Rd.
  - f. 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Streets
  - g. Willow Ave
- 3) Pre-School Route
  - a. Goldner Rd – OTH
  - b. Coyote Dr.
  - c. Lolo St (Headstart)
- 4) Sundown Heights – Dumebo Flats Route
  - a. Parade Ave.
  - b. Tolo Dr.
  - c. Agency Rd.
  - d. Heritage Rd.(S)
  - e. Red Duck Ln
  - f. Gouse Rd
  - g. Heritage Ln. (N)
  - h. Tom Beall Rd (At the ‘Y’)
  - i. Hwy 95 - Aspen – Halfmoon Lanes
  - j. White Rd.
  - k. ‘B’ Street
- 5) Webb – Sweetwater Route
  - a. Over the Hill Rd.
  - b. Webb Rd to Webb Ridge Rd.
  - c. Hwy 95 (Old Motel)-(Grainery)
  - d. Wild Rose Grade & Hwy 95 Meet (Only)



- e. McIntyre St.
- f. Goldner Rd.
- g. Garden Gultch Rd.
- h. Lyle Gultch Opening (Only)
- i. Agency – Tolo – J. Webb Rd (Rt)

**Approval Date:**\_\_\_\_\_

**Board Approval:**\_\_\_\_\_

**Superintendent:**\_\_\_\_\_

**Transportation Sup:**\_\_\_\_\_



# Certified Prevention Specialist

TITLE: CERTIFIED PREVENTION SPECIALIST

## QUALIFICATIONS:

- a. High School Diploma or equivalent. Certified Prevention Specialist (CPS) certification and certification must remain current at all times.
- b. Prior substance abuse prevention training are preferred. Experience working with youth in school or community setting is preferred. (Substance abuse prevention specialist, social worker, teacher, youth pastor, counselor, etc.)
- c. **Valid Idaho Driver's License and relevant insurance.**
- d. Vested in the Lapwai community.
- e. Passionate about substance abuse prevention and education; working with youth, and making a difference in the community.
- f. Pre-employment criminal background check, employment background check and drug screening are required.
- g. Working knowledge of Strategic Prevention Framework, IOM Categories, Best Practice, Evidence-based curriculum, Logic Models and Action Plans.
- h. Cardio-Pulmonary Resuscitation (CPR), First Aid and Naloxone Administration Protocol Certifications must be obtained within 2 months of employment, and certifications must remain current at all times.
- i. Experience in public speaking is preferred, and prior curriculum implementation is a plus.
- j. Experience in multi-cultural environment is preferred.
- k. Native American preference.

## PRIMARY

RESPONSIBILITY TO: Lapwai School District Superintendent & Project Program Director

RATE OF PAY: DOE – Salaried; \$37,422 Annual

HOURS: 1.0 FTE - An average of 35 hours per week

## JOB SUMMARY:

To provide substance abuse prevention services to youth, families and community members in Lapwai. The Certified Prevention Specialist works in the Lapwai Middle/High School and community to facilitate substance abuse prevention services based on prevention strategies which



include: (1) Prevention Education; (2) Alternative Activities; (3) Information Dissemination; (4) Problem Identification and Referral; (5) Community-Based Process; (6) Environmental and Social Policy.

#### MAJOR DUTIES AND RESPONSIBILITIES:

- A. Foster the development of family-school-community partnerships.
- B. Collaborate with school students, staff, administration; parents; parent-teacher groups; civic organizations; church groups; and other youth and community organizations to provide information and awareness on alcohol, marijuana, Rx misuse, and other drugs.
- C. Network with other prevention and social service agencies within the community to include prevention, intervention, treatment, mental health, etc. in order to provide comprehensive services, identify needs, and make referrals as necessary.
- D. Coordinate high school athletic drug testing program.
- E. Vape Detector incident detection investigation coordination.
- F. 3<sup>rd</sup> Millennium Classroom instruction management, oversight and reporting.
- G. Participate in alcohol, marijuana, Rx misuse, or other drug awareness campaigns such as Red Ribbon Week, Underage Drinking Sticker Shock, Rx Take Back.
- H. Participate in health fairs, business expos, parades and other community events for the purpose of providing anti-substance use messages.
- I. Coordinate with school and other community partners to develop programs targeting at-risk youth.
- J. Meet with at-risk youth individually, in small groups, or within classroom setting to provide substance abuse awareness, prevention and education; mentoring and support.
- K. Act as Senior Class Project Advisor.
- L. Assist in providing orientation or information sessions for parents, teachers, staff or administrators in schools and community sites when requested.
- M. Develop tracking, recording methods and/or evaluation methods; document all program activities; and submit project reports as required.
- N. Provide in-service training to staff on topics appropriate to expertise, interest, and knowledge.



- O. Attend training, seminars, workshops, and classes to achieve required credentials and continuing education as required by the coalition and/or program funder.
- P. Attend school staff and board meetings as appropriate; community coalition meetings; meetings with LCC Board of Directors, LCC staff, and community partners, (ie. Students for Success, Nimiipuu Behavioral Health, U of I Extension, etc.) as directed.
- Q. Assist with rewriting of grant proposal(s) for new and/or continued funding as directed.
- R. Perform other duties as assigned by the Program Director and/or School District Superintendent to meet program and school objectives.

It is the policy of the Lapwai School District to maintain a drug-free workplace and activities. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or the unlawful possession, use or distribution of alcohol is prohibited on the workplace or as part of any of the school activities. The workplace and activity area are presumed to include all premises where the activities of the school are conducted. Smoking is also prohibited on work time and while performing any project services.